

McGUFFEY'S

NEW

SECOND ELECTIC READER.

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ECLECTIC EDUCATIONAL SERIES.

McGUFFEY'S

NEW

SECOND ECLECTIC READER:

FOR YOUNG LEARNERS.



By WM. H. McGUFFEY, LL. D.

VAN ANTWERP, BRAGG & CO.,

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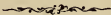
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PREFACE.



THIS book is intended as the SECOND in the remodeled Series of the Eclectic Readers.

A large quantity of matter entirely new, and highly interesting and instructive, has been introduced.

The lessons are short, the language simple, the subjects interesting, and especially attractive to children. At the same time, it has been made an important object to append valuable instruction, and to exercise a healthy moral influence upon the mind of the learner.

The SPELLING EXERCISES are composed of words taken from the reading matter, and placed at the head of each lesson. Difficult words are often repeated, as this is the only method of fixing them in the mind.

In the earlier lessons of this Reader, as in the New First Reader, words of more than one syllable are divided by the hyphen into their proper parts, thus very much facilitating instruction in reading.

ARTICULATION is taught extensively in this book, and forms an important feature. In the introductory article, there are graduated exercises; also, between the lessons, there are exercises including practice on the vowel and consonant elements. A foundation for correct and distinct articulation can not be laid too early.

The READING MATTER has been derived from the best sources; but many of the selections have been re-written, and especially adapted to the position they occupy in the progressive arrangement of the Series.

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EXERCISES IN ARTICULATION.

TO TEACHERS.—The attention of both teacher and pupil is invited, very particularly, to the following exercises. It is believed that persevering practice in them, and proper attention to the instruction on this subject contained in the other books of this Series, will, with certainty, secure *distinct* and *correct articulation*, without which there can be no real excellence in reading or speaking.

In this volume, EXERCISES IN ARTICULATION are also contained in the body of the book, commencing with Lesson XLII.

In practicing the Exercises, each word should be spelled *phonetically*, that is, the *sound*, and not the *name*, of each letter should be given, and then the word pronounced *forcibly* and *distinctly*. In this way alone can the organs of speech be trained to articulate distinctly.

It is recommended that the Exercises be practiced by the class in concert.

NOTE.—The word *phonetic*, which means *representing sound*, is here used without any reference to the system of reading and writing called by that name; but merely to denote that the *sound*, and not the *name*, of the letter, is to be given in spelling.

VOWEL SOUNDS.

EXERCISE 1.

This Exercise, so far as it goes, forms the same Key to the vowel sounds as that contained in "McGuffey's New Eclectic Spelling-book." In practicing it, let the teacher first, and the pupil after him, pronounce each word, and then its vowel sound, always giving the *sound*, and not the *name*, of the vowel. The different *figures* denote the different *sounds*.

The class should practice in concert, being careful to give *each vowel*, when uttered *alone*, the *same sound* that it has in the *word* preceding; each pupil saying,

Fate, ¹ a.	Fat, ² a.	Bar, ³ a.
Me, ¹ e.	Met, ² e.	Her, ³ e. &c.

KEY TO VOWEL SOUNDS.

THE TEACHER will observe that the *sound* of each vowel is denoted by the *figure* placed over it. The vowel sounds should be practiced by the learner until thoroughly understood.

A	E	I	O	U
Fate, ¹ a.	Me, ¹ e.	Pine, ¹ i.	No, ¹ o.	Tube, ¹ u.
Fat, ² a.	Met, ² e.	Pin, ² i.	Not, ² o.	Tub, ² u.
Bar, ³ a.	Her, ³ e.	Sir, ³ i.	Nor, ³ o.	Fur, ³ u.

Oi

Ou

Join, oi. Boy, oi. } Out, ou. Owl, ou.

NOTE.—The vowel sounds of *y* are the same as those of *i*. The sounds of *o*, *e*, *i*, *u*, indicated by the figure *three*, are heard only before *r*; as, in *nor*, *her*, *sir*, *fur*. The other sounds of the vowels are not included in this Key, as the study of articulation is simplified by omitting them, for the present.

EXERCISE 2.

Let the pupil frequently practice the *sounds* of the vowels as in this Exercise, giving the *sound* denoted by the *figure*. If at a loss, let him refer to the Key. The *sound* of each vowel must be *thoroughly understood* by its *figure*.

¹ a,	² a,	³ a.		¹ O,	² O,	³ O.
¹ e,	² e,	³ e.		¹ u,	² u,	³ u.
¹ l,	² l,	³ l.		oi,	ou.	
¹ a,	² a.		¹ l,	² l.	¹ u,	² u.
¹ e,	² e.		¹ O,	² O.	oi,	ou.
¹ a,	¹ e,	¹ l,	¹ O,	¹ u,	oi,	ou.
² a,	² e,	² l,	² O,	² u,	oi,	ou.

CONSONANT SOUNDS.

EXERCISE 3.

Write the following syllables upon a blackboard or slate, and then spell each one *phonetically*, giving to *b* its *sound* as nearly as possible, and not its *name*, *be*; and to ²*a* its *sound*, and not its *name*, ¹*a*; and to the diphthongs *oi* and *ou* their *sounds* merely; and so with all the other letters. After spelling each syllable, pronounce it *very distinctly*, thus: ¹*b*-¹*a*, ¹*b*²*a*, ²*b*²*a*, &c.

¹ ba,	² ba.		¹ bo,	² bo.
¹ be,	² be.		¹ bu,	² bu.
¹ bi,	² bi.		boi,	bou.

In like manner, form syllables with the following:

d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z, sh, zh, th, tḥ, ch, ng;

as, ¹da, ²dā, &c., spelling *phonetically*, and pronouncing very distinctly each syllable.

EXERCISE 4.

Write the following syllables on a slate or blackboard, spell them phonetically, giving to *b* its *sound*, and not its name, *be*, and to *a, e, oi, ou, &c.*, their sounds, and not their names, *a, e, &c.*, and pronounce *very distinctly* each syllable.

¹ab,

²āb.



¹ob,

²ōb.

¹eb,

²ēb.

¹ub,

²ūb.

¹ib,

²īb.

oib,

oub.

In like manner, form syllables by placing after the same vowels the consonants:

d, f, g, h, k, l, m, n, p, r, s, t, v, z, sh, zh, th, tḥ, ch, ng;

as, ¹ad, ²ād, &c.; ¹af, ²āf, &c.

CONSONANT SOUNDS COMBINED.

In the following Exercises, each syllable should be spelled *phonetically*, and then pronounced *very distinctly*, thus:

¹b-l-¹a, bl¹a: b-l-¹e, bl¹e, &c.:

²a-b-d, ²ābd: ²e-b-d, ²ēbd, &c.

Let the pupil first give the sound of *b* and *l* as separate sounds; then combine them, and give them with one impulse of the voice, together with the vowel sound.

EXERCISE 5.

Bl.	¹ bla,	¹ ble,	¹ bli.	Rk.	³ ark,	³ erk,	³ irk.
Bd.	² abd,	² ebd,	² ibd.	Rm.	³ arm,	³ orm,	³ urm.
Dr.	¹ dra,	¹ dre,	¹ dri.	Sp.	¹ spa,	¹ spe,	¹ spi.
Ds.	² ads,	² eds,	² ids.	St.	² ost,	² ust,	² oist.
Fl.	¹ fla,	¹ fle,	¹ fli.	Tr.	¹ tro,	¹ troi,	¹ trou.
Ft.	² aft,	² eft,	² ift.	Th.	² ith,	² oith,	² outh.
Ft.	² oft,	² uft,	² oift.	Tk.	² otk,	² utk,	² oitk.

EXERCISE 6.

Gr.	¹ gra,	¹ gre,	¹ gri.	Vl.	¹ vla,	¹ vlo,	¹ vlu.
Gs.	² ags,	² egs,	² igs.	Vm.	² avm,	² evm,	² ivm.
Kw.	¹ kwa,	¹ kwe,	¹ kwi.	Zr.	¹ zra,	¹ zre,	¹ zru.
Ks.	² aks,	² eks,	² iks.	Zd.	² azd,	² ezd,	² izd.
Lz.	¹ lza,	¹ lze,	¹ lzi.	Shr.	¹ shro,	¹ shroi,	¹ shrou.
Lm.	² alm,	² elm,	² ilm.	Shd.	² eshd,	² ishd,	² oishd.
Lm.	² olm,	² ulm,	² oil.	Shp.	² ashp,	² oshp,	² oushp.

EXERCISE 7.

Mv.	¹ mva,	¹ mve,	¹ mvi.	Zhr.	¹ zhri,	¹ zhro,	¹ zhroi.
Mb.	² amb,	² emb,	² imb.	Zht.	² azht,	² ozht,	² ouzht.
Nv.	¹ nva,	¹ nve,	¹ nvi.	Thr.	¹ thra,	¹ thre,	¹ throi.
Nth.	² anth,	² enth,	² inth.	Tht.	² itht,	² otht,	² utht.
Pr.	¹ pra,	¹ pre,	¹ pri.	Thr.	¹ thra,	¹ thre,	¹ thri.
Pt.	² apt,	² ept,	² ipt.	Tht.	² itht,	² otht,	² utht.
Pt.	² opt,	² upt,	² oipt.	Ng.	² ang,	² ing,	² ong.



TO THE TEACHER.—In teaching the Alphabet, and in the first lessons in reading, there should be constant practice upon the sounds of the letters. The true elements of speech are the *sounds*, and not the *names*, of the letters.

Hence, the first lessons in the Primary School, should be the separate, exact, and repeated enunciation of the sounds of the letters. It should be the aim of the teacher to secure, in the pupil, a true, accurate, and easy command of the elements of speech, and this can not be done without frequent and careful practice.

The pupil should be required to print the words at the head of each reading lesson, on the slate, and mark the vowel sounds, as in the Key to Vowel Sounds, page 8. The following may serve as a

MODEL FOR CLASS DRILL.

1. Class pronounce the word. (Suppose it *made*.)
2. How many letters has the word? *Ans.* 4.
3. How many sounds has the word? *Ans.* 3.
4. What letter has no sound and is silent? *Ans.* *e*.
5. Give the sound of each letter.
6. Pronounce the word distinctly.

Give the sounds, according to the *Model*, in the following words:

bale	good	minx	e'ven	let'ter
bend	hath	nice	riv'er	fa'ther
disk	huge	pure	din'ner	far'ther
dart	king	rough	com'ing	moth'er
fire	came	swear	cot'tage	say'ing

NEW SECOND READER.

LESSON I.



bird your kept lit'tle plen'ty
glad song what heard din'ner
give sweet crumbs a-way' ev'er-y

1. I AM glad to see you, lit-tle bird. It was your sweet song I heard.

2. What was it I heard you say? Give me crumbs to eat to-day?

3. That I will, and plen-ty, too. Here are crumbs I kept for you.

4. Eat your din-ner; eat a-way. Come and see us ev'er-y day.

LESSON II.



flew	trees	catch	ver'y	lit'tle
once	birds	think	po'ny	tall'er
been	knew	found	ta'ble	a-way'
come	grass	would	wi'ser	sum'mer
much	shone	school	stud'y	morn'ing



THE SCHOOL-BOY.

1. I once knew a boy. He was not a big boy.

2. If he had been a big boy, he would have been wi-ser.

3. But he was a lit-tle boy. He was not much tall-er than the ta-ble.

4. One fine sum-mer morn-ing, he was sent to school.

5. The sun shone, and the birds sang in the trees.

6. The lit-tle boy was not fond of stud-y; but he was fond of play.

7. This fine morn-ing, he was a long, long time on his way to school.

8. He met a bee, and ran to get it. But the bee flew a-way.

9. He met a po-ny in the grass, and he ran to catch it.

10. But the po-ny would not let him come near.

11. He met a dog, too. But the dog would not stop to play with him.

12. When, at last, he got to school, he found that it was ver-y late.

13. Do you think a good boy will do as this boy did?

EXERCISES.—Where was the little boy going? What was he fond of? What did he meet? What did the bee do? The pony? The dog? What did he find, when he got to school? Was he wise? Was he a good boy?

TO TEACHERS.—Words are *repeated* in the spelling lists that the pupil may *frequently* spell them. This is the only way, as every *teacher* is aware, of learning to spell *well*.

LESSON III.



love	lose	fault	eas'y	dol'lar
loves	said	right	could	an'gry
give	kept	night	tri'ed	fa'ther
gives	word	great	speak	George
head	ways	found	would	thought
hung	when	things	nev'er	play'mate

THE DOL-LAR.

1. GEORGE was, in most things, a good boy. But he had one great fault; he would get an-gry.

2. His fa-ther told him he would give him a dol-lar, if he would not get an-gry for one day.

3. George said he would try. But he thought it would be ver-y hard.

4. His play-mates tried to make him lose his dol-lar.

5. They tried to make him an-gry in all ways they could think of.

6. But he did not speak one an-gry word that day.

7. When night came, his fa-ther found that he had kept his word.

8. So he gave him the dol-lar, as he had said he would.

9. But he said to him, "My son, for one dol-lar, you can do right.

10. "Can you not do so from love to God, who gives you all you have?"

11. George hung his head, and said that he would nev-er more be an-gry.

12. He who loves God, will find it eas-y to do right.

EXERCISES.—What fault had George? What did his father tell him? What did George say? What did his playmates try to do? Did they succeed? What did his father say when he gave him the dollar? What did George say?

TO TEACHERS.—Simple and familiar words not found in the reading lesson, are sometimes introduced in the spelling list.

LESSON IV.



eggs	each	watch	young	pret'ty
days	moss	smile	month	mar'ble
back	three	might	ground	moth'er
trees	which	bright	thought	a-mong'

THE YOUNG BIRDS.

1. ONE day, Wil-ly's moth-er told him that he might play a-mong the trees.

2. He soon came back, and ran to his moth-er with a bright smile.

3. "O moth-er," said he, "what do you think I have seen?"

4. "I have seen a pret-ty bird build its nice lit-tle nest.

5. "I saw it fly in-to a large tree with some moss in its bill.

6. "I stood to watch it. I saw it fly back and forth from the ground to the tree.

7. "It took some-thing each time with which to build its nest."

8. "Well, Wil-ly," said his mother, "in a few days you may look at it a-gain."

9. In a few days, Wil-ly went to see it a-gain, and soon ran back.

10. "O moth-er," said he, "there are three eggs there, not big-ger than a mar-ble."

11. "In one month," said his moth-er, "you may look in the nest a-gain."

12. Wil-ly thought the month ver-y long. At last, his moth-er said he might go.

13. When he came back, he said, "O moth-er, there are three lit-tle birds there.

14. "The old ones feed them all the time. But I did not touch them."

15. His moth-er said, "I am glad you have seen them, and did not touch them.

16. "Next year the lit-tle birds will build their own nests, and have young ones."

LESSON V.



hear	steal	fields	grove	stol'en
bush	birds	would	a-way'	hap'py
know	when	bright	grieve	soft'est
words	think	breast	sor'row	mer'ry
young	speak	should	moth'er	war'ble

 THE BIRD'S NEST.

1. If ev-er I see,
 On bush or tree,
 Young birds in a pret-ty nest,
 I must not, in play,
 Steal the young birds a-way,
 To grieve their moth-er's breast.

2. My moth-er, I know,
Would sor-row so,
Should I be stol-en a-way;
So I'll speak to the birds,
In my soft-est words,
Nor hurt them in my play.

3. And when they can fly,
In the bright blue sky,
They will war-ble a song to me;
And when I am sad,
It will make me glad,
To think they are hap-py and free.

1. The pret-ty birds! the pret-ty birds!
I love to hear them sing;
I love to see them hop a-bout.
And rise up-on the wing.

2. I love to see the lit-tle birds,
When in the fields I rove,
And hear them sing their mer-ry songs,
When sit-ting in the grove.

EXERCISES.—When we see young birds in a nest, what must we not do? How would your mother feel if you were stolen? When the birds can fly, what will they do? How will this make you feel?

LESSON VI.



low	soil	done	child	sew'ed*
sew*	frill	your	la'dy	care'ful
nice	join	wash	piece	mus'lin
may	said	seam	pains	moth'er
soon	some	would	up-on'	dress'es

THE GOOD GIRL.

1. "MOTH-ER, may I sew to-day?" "Yes, my child. What would you like to sew?"

2. "I wish to hem a frill for your cap. Is not this a new cap? I see it has no frill."

* Sew is pronounced so, and sewed, sode.

3. "You may make a frill for me. I shall like to wear a frill that you have made.

4. "Here is a piece of mus-lin, which will make a nice frill. You must hem it.

5. "I will turn it down for you; but take care not to soil it.

6. "Wash your hands. Be care-ful to wipe them dry. Now sit down on your low stool.

7. "Now you may go on. You will see best here by my side.

8. "You must join these two bits with a seam. When you have done, bring it to me to look at."

9. Jane sat down up-on her stool, and sewed like a lit-tle la-dy.

10. In a short time, she said, "Moth-er, I have done it. Will you look at it?"

11. "Yes, my child, it is well done. If you take pains, you will soon sew well."

12. "I wish to sew well, moth-er; for then I can help you to make caps and dress-es.

13. "I hope that I may soon be of some use to you."

EXERCISES.—What did this little girl wish to do? What is a frill? Of what is it made? How did she do her work? Why did she wish to do her work well?

LESSON VII.



tall	eggs	nose	flaw	Bet'ty
safe	whip	have	draw	giv'en
arm	duck	slate	dawn	read'y
long	maid	some	drawn	fa'ther
come	birds	Charles	brawn	pict'ures

THE NEW SLATE.

1. HERE is a lit-tle boy. He has a new slate, given him by his fa-ther.

2. One day, he made some pict-ures on his slate.

3. "Look here, Charles, I have drawn a boy on my new slate.

4. "See what a long nose he has! Ah! he has but one arm.

5. "There, I have drawn a pig, and a hen, and a duck.

6. "Why, the pig has but two legs, and the duck has four.

7. "Well, I can rub out two of the duck's legs, and give them to the pig.

8. "There, now I will draw a man, with a whip in his hand.

9. "The man has come to put the pig in the pen.

10. "Why, the man is not so tall as the pig. I must rub it out, for it is not well done.

11. "There, I have a boy, with a nest full of eggs in his hand.

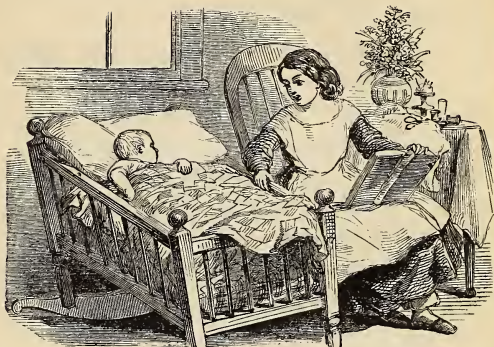
12. "He is a bad boy, in-deed, to take a poor bird's nest.

13. "And here is Bet-ty the maid. She has come to take me to bed.

14. "Put my slate by, that I may have it safe a-gain. Now I am read-y."

EXERCISES.—Tell what you see in the picture. Of what use are slates? What did this little boy draw on his slate? When Betty came to take him to bed, what did he do with his slate?

LESSON VIII.



keep	eyes	child	would	suf'fer
deep	cries	green	ba'by	hap'py
weep	lamb	sweet	ro'ses	snow'y
sleep	want	while	nev'er	an'gels
creep	clean	where	gen'tle	al'ways
fleece	grass	bright	cra'dle	cot'tage

 CRADLE SONG.

1. SLEEP, ba-by, sleep :
 Our cot-tage vale is deep ;
 The lit-tle lamb is on the green,
 With snow-y fleece, so soft and clean :
 Sleep, ba-by, sleep.

2. Sleep, ba-by, sleep :
I would not, would not weep ;
The lit-tle lamb, he never cries,
And bright and hap-py are his eyes :
Sleep, ba-by, sleep.
3. Sleep, ba-by, sleep,
Near where the ro-ses creep.
Be al-ways like the lamb so mild,
A sweet, and kind, and gen-tle child :
Sleep, ba-by, sleep.
4. Sleep, ba-by, sleep :
Thy rest shall an-gels keep,
While on the grass the lamb shall feed,
And nev-er suf-fer want nor need :
Sleep, ba-by, sleep.
-

EXERCISES.—Who was in the cradle? What was feeding on the green? Does the lamb cry? Who takes care of the lamb? Will he not take care of children also? Why should children always be kind and gentle?

THE TEACHER should not confine himself to the list of words selected for spelling at the head of each lesson, but should frequently *vary* and *increase* them. Groups of similar words should often be spelled together, as in the first column of this lesson. Difficult words should be *repeatedly* spelled.

LESSON IX.



load	once	light	un'der	car'ry
does	done	right	hap'py	heav'y
help	what	would	hand'le	bas'ket
near	know	wrong	mid'dle	al'ways
each	while	lit'tle	slip'ped	broth'er

THE GOOD BOY.

1. A BOY was once sent from home to car-ry a bas-ket.

2. The bas-ket was so full, that it was ver-y heav-y.

3. His lit-tle broth-er was to go with him to help him.

4. They put a pole un-der the hand-le of the bas-ket.

5. Each then took hold of an end of the pole, to car-ry the bas-ket.

6. Now the boy thought, my broth-er does not know about this pole.

7. If the bas-ket is in the mid-dle of the pole, it will be as heav-y for me as for him.

8. But if I slip the bas-ket near him, his side will be heav-y, and mine light.

9. He does not know this, as I do. But I will not do it.

10. It would be wrong, and I will not do what is wrong.

11. Then he slipped the bas-ket near his own side.

12. His load was now heav-y, while that of his lit-tle broth-er was light.

13. Yet he was hap-py; for he felt that he had done right.

14. We may be sure that we shall al-ways be hap-py when we do right.



EXERCISES.—For what was this little boy sent from home? Who went with him? How did they carry the basket? How could the boy make his brother carry the heaviest load? Did he do it? Why not? Who sees every thing we do?

LESSON X.



talk	could	voice	eas'y	oft'en
said	know	speak	ver'y	a-way'
loud	house	please	liv'ed	pret'ty
here	where	taught	cri'ed	pock'et
room	would	thought	lov'ed	māk'ing
home	Frank	star'ling	pleas'ed	sneak'ing

 THE STAR-LING.

1. THERE was a man once, who kept a star-ling in his house.

2. This star-ling was a very pretty bird, that had been taught to speak.

3. When the man said, "Star-ling, where are you?" it would say, "Here I am."

4. Little Frank, a boy who lived near, oft-en went to see this man.

5. He was very much pleased with the bird. He loved to hear it talk.

6. One day, when Frank went to see it, the man was not at home.

7. Frank saw the bird, and thought how eas-y it would be to take it.

8. He thought, if he took it, no one would know it, and it would be his bird.

9. So Frank took the star-ling, and put it into his pock-et.

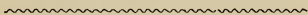
10. He was just sneak-ing a-way, when the man came home.

11. The man thought he would please Frank by mak-ing the bird talk.

12. He did not look to see where it was, but thought it was in the room.

13. So he said, in a loud voice, "Star-ling, where are you?"

14. And the bird, in Frank's pock-et, cried, as loud as it could, "Here I am."



EXERCISES.—What did the man keep? What would the man say to it? What would the starling reply? Who often visited the man? What did Frank think and do, one day, when the man was gone? What happened then? Why should we always be honest?

LESSON XI.

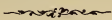
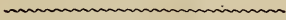


love	hear	ro'ses	bush'es	pret'ty
some	clear	po'sies	ram'ble	a-mong'
come	shear	bow'ers	bram'ble	vi'o-lets
shove	drear	flow'ers	thrush'es	sum'mer



SUM-MER.

1. COME, come, come,
The sum-mer now is here.
Come out a-mong the flowers,
And make some pret-ty bowers.
Come, come, come,
The sum-mer now is here.

- 
2. Come, come, come,
The sum-mer now is here.
Come, cull the pret-ty po-sies,
The vi-o-lets and ro-ses.
Come, come, come,
The sum-mer now is here.
3. Come, come, come,
The sum-mer now is here.
Come, ram-ble in the bush-es,
And hear the pret-ty thrush-es.
Come, come, come,
The sum-mer now is here.
4. Come, come, come,
The sum-mer now is here.
Come out a-mong the flowers,
And make some pret-ty bowers
Come, come, come,
The sum-mer now is here.
- 

EXERCISES.—What are some of the flowers that grow in summer? What are bowers? What birds sing in summer? Who made the flowers and the birds? Why did He make them? How should we treat the birds? What kind of birds is it right to kill? Which are the four seasons of the year?

LESSON XII.



saw	took	town	place	pit'y
way	arms	dress	could	seem'ed
each	right	quite	house	be-came'
days	home	great	weeks	with-out'
walk	warn	which	brought	car'ri-ed

 THE LAME DOG.

1. ONE day, a man went to take a walk in the town.

2. On his way home, he saw a little dog which had hurt his leg.

3. The poor dog was so lame, that he could not lift his foot with-out great pain.

4. This kind man saw there was no one to take pit-y on the poor dog.

5. So he took him in his arms, carried him home, and bound up his leg.

6. Then he fed him, made a warm place for him, and kept him for two days.

7. He then sent the dog out of his house, to his old home.

8. As it was not his own dog, he had no right to keep him.

9. But, each day, the dog came back for this kind man to dress his leg.

10. And this the dog did, till he be-came quite well

11. In a few weeks, he came back, and brought with him a dog that was lame.

12. The dog that had been lame, first gave the man a look, and then the lame dog a look.

13. He seemed to say, "You made my lame leg well, and now I wish you to do the same for this poor dog."

14. Then the kind man took care of this dog al-so.

15. He kept him in his house till he be-came quite well, and could go home.

LESSON XIII.



said	steal	kinds	words	flow'ers
does	shalt	house	ro'ses	moth'er
pick	print	found	a-fraid'	blush'ed
card	fence	blown	pret'ty	thank'ed
yard	large	bloom	stol'en	walk'ing

THE ROSE.

1. ONE day, as Ann was walk-ing with her moth-er, she found a large card.

2. On the card, in large print, were the words, "Thou shalt not steal."

3. As Ann held the card in her hand, they came to a house with a neat yard.



4. In the yard were all kinds of flowers in bloom.

5. "O moth-er," said Ann, "see the ro-ses, see all the pret-ty flowers !

6. "This is the house that Jane lives in, little Jane, who sells flowers."

7. A half-blown red rose hung just o-ver the fence.

8. "See," said Ann, "what a fine rose ! Would I not like to have it ?

9. "Moth-er, may I pick this rose, just this one ? Jane can not miss it."

10. "What does that card say to you ?" said her moth-er.

11. Just then, Jane came out, and ran up to Ann.

12. "I am so glad to see you," said Jane. "See this rose. I kept it for you. I was a-fraid it would be stol-en."

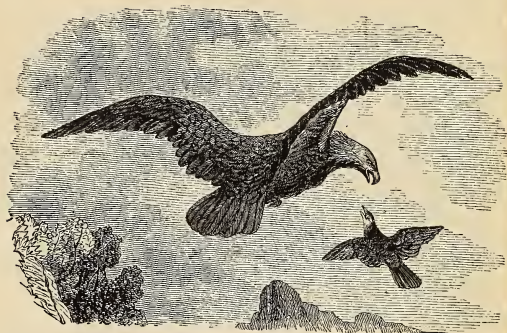
13. She then cut off the very rose, and gave it to Ann.

14. Ann blushed ; but she took it, and thanked Jane for it.

15. As they went a-way, her moth-er said to Ann : "What if Jane had seen the rose in one hand, and the card in the oth-er ?"

and

LESSON XIV.



eye	foe	catch	comes	call'ed
ones	flies	builds	makes	act'ive
crow	fails	worms	rob'in	be-fore'
birds	sport	strikes	ea'gle	ber'ries
hawk	small	though	big'ger	be-hind'



THE KING-BIRD.

1. THIS is the king-bird. He is not big-ger than a rob-in.

2. He eats flies, and worms, and bugs, and ber-ries.

3. He builds his nest in the trees, near some house.



4. When there are young ones, he sits on the top of a tree near them.

5. There, he sees that no bird shall come to hurt them, or their moth-er.

6. If a hawk, a crow, or even an ea-gle comes near, he makes a dash at it.

7. Though he is so small, he is brave, and he is very act-ive.

8. He nev-er fails to drive off oth-er birds from his nest.

9. He flies all a-round the ea-gle, and strikes him with his sharp bill.

10. He will strike at his eye, and dart a-way be-fore the ea-gle can catch him.

11. Or he will strike from be-hind, and be off be-fore the ea-gle can turn round.

12. In a short time, the ea-gle is sick of such sport, and flies a-way. He is glad to get rid of such a foe.

13. Is he not a brave bird?

14. As he can drive off all oth-er birds, he is called the king-bird.



EXERCISES.—What kind of a bird is the KINGBIRD? What does he eat? Where does he build his nest? What does he do, when there are young ones? Does he always drive them off? What does he do to the eagle? What does the eagle do? Why is he called the KINGBIRD?

LESSON XV.



flew	blue	ought	warm	cru'el
road	reads	found	wants	sis'ter
bird	Bland	ground	di'ed	a-way'
birds	James	bought	e'ven	rain'ing
chirp	young	thought	ták'en	per-haps'

JAMES BLAND.

1. JAMES BLAND found a poor young bird, on the cold ground.

2. It was very wet; for it had been raining hard all day.

3. "Ha!" said he, "I will have a fine pet, now." So James took it home.

4. "Here, sis-ter Ann," said he, "is a young blue-bird. I found it in the road.

5. "We will put it into a cage, and keep it, and then it will sing for us."

6. "Poor thing," said Ann, "it is cold. Let us take it to the fire."

7. When it was dry and warm, it began to chirp, and try to get a-way.

8. Ann told James it would be cru-el to keep the bird.

9. "See," said she, "it wants to go back to its nest.

10. "We should not like to be tak-en from home, and kept in a cage."

11. James thought so, too. So he took the bird to the door.

12. "There, go, poor little bird," said he; and a-way it flew.

13. Some boys would have kept it, and per-haps it would have died.

14. But James was a good boy, and would not be cru-el, e-ven to a bird.

15. I hope no boy who reads this, will ev-er rob a bird's nest.

EXERCISES.—What did James do with his bird? Why would it be cruel to keep a bird in a cage? Would all boys do as James did? What may be learned from this lesson?

LESSON XVI.



fast	hurt	field	bleat	a-gain'
free	lamb	flock	there	for-get'
vain	learn	sheep	horns	pull'ed
dare	quite	heard	should	bush'es
blow	warm	round	oft'en	some'thing

THE SHEEP AND THE LAMB.

1. AN old sheep and her young lamb were in the field, with the rest of the flock.
2. The sun was warm, and the lamb was quite gay, and full of play.
3. It ran here and there, up and down, and round and round.

4. But it ran most by the bush-es, as the wind did not blow there.

5. At last, the lamb ran into a bush, full of thorns.

6. The thorns held it fast, so that it could not get a-way.

7. The old sheep heard it bleat, and ran to help it.

8. But she pulled the bush in vain. She could not set her lamb free.

9. At last, she ran to an old ram with horns, that was in the next field.

10. She told him, in her way, as well as she could, the sad case of her lamb.

11. The ram went with her. With the help of his horns, they set the lamb free.

12. I dare say the lamb did not go near that bush a-gain very soon.

13. I have told you this tale, that you may learn some-thing from it.

14. Little boys and girls oft-en go where they should not, and thus get hurt.

15. I hope you will not for-get this tale of the sheep and the lamb.

EXERCISES.—What was the young lamb doing? Where did it run most? What happened to it? How was it set free? What may you learn from this story?

LESSON XVII.



fruit	beats	grass	speaks	wash'es
clear	heads	thick	a-long'	cur'tain
roots	praise	green	bet'ter	pleas'ant
brook	plants	shade	up'ward	branch'es

THE COOL SHADE.

1. LET us go into the thick shade. It is noon. The sun beats hot upon our heads.

2. The shade is pleas-ant and cool. The branch-es meet a-bove our heads. They shut out the sun, as with a green cur-tain.

3. The grass is soft to our feet. The clear brook washes the roots of the trees.

4. The sheep and cows can lie down to sleep in the cool shade.

5. But we can do bet-ter. We can praise the great God who made us.

6. He made the warm sun and the cool shade.

7. He made the trees that grow up-ward, and the brooks that run a-long.

8. The plants and trees are made to give fruit to man.

9. All that live get life from God. He made the poor man, as well as the rich man.

10. He made the dark man, as well as the fair man.

11. He made the fool, as well as the wise man.

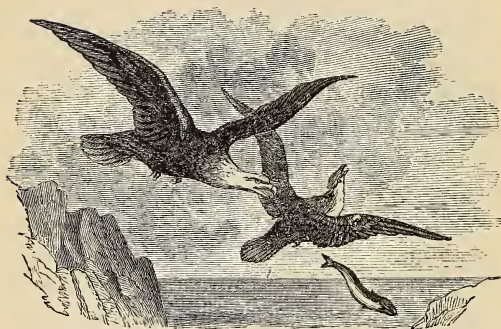
12. All that move on the land, or in the air, or in the sea, are his.

13. The ox and the worm are a-like his work. In him, they live and move.

14. He gives food to them all. When He speaks the word, they must all die.

EXERCISES.—When is the cool shade pleasant? Why do cows and sheep like the cool shade? Why are we better than they? From whom do all get life? What did God make? At whose word must all die?

LESSON XVIII.



eat	flies	large	ea'gle	wa'ter
see	darts	catch	car'ry	riv'er
sees	hawk	claws	a-way'	rob'ber
live	sharp	drops	a-gain'	din'ner
loud	meets	watch	catch'ing	hook'ed

 THE FISH-HAWK.

1. SEE this fish-hawk. He is not so large as an ea-gle.
2. He has, like the ea-gle, a hooked bill and sharp claws.
3. The fish-hawk oft-en sits upon a tree over a fish-pond.

4. There he will watch the fish, as they swim in the pond un-der him, and catch them.

5. Or he flies over the sea, or a riv-er. When he sees a fish, he darts into the wa-ter.

6. He will then catch the fish in his sharp, hooked claws, and car-ry it off to eat.

7. As he flies a-way with his din-ner, an ea-gle oft-en meets him.

8. The ea-gle flies at him with his sharp bill and claws.

9. The fish-hawk, with a loud cry, drops the fish, and flies a-way.

10. Then the ea-gle will catch the fish as it falls, and car-ry it off.

11. So the poor fish-hawk must go and get an-oth-er fish for his din-ner.

12. Thus you see, that the ea-gle is a rob-ber.

13. He robs fish-hawks, that live by catch-ing fish.

EXERCISES.—Describe the fish-hawk. What does he live upon? How does he catch fish? As he flies away with a fish, what often happens? What does the hawk then do? Does the eagle know any better? Why is it worse for men to rob, than for animals?

LESSON XIX.



dye	coats	loose	weave	riv'er
dirt	short	place	spring	ták'en
wool	cloth	sheep	smooth	wa'ter
yarn	catch	rough	thrown	rath'er
wear	grows	shear	ev'er	driv'en
wash	things	shears	shear'er	sum'mer

SHEEP SHEARING.

1. DID you ever see men wash and shear sheep?

2. It is fine fun for those who look on ; but for the sheep, it is rath-er rough play.

3. They are glad to have the wool cut off. It is too hot for them in summer.

4. First, the sheep are driven to a pond, or a little river.

5. Then, they are thrown into the water, one at a time.

6. Then, the men catch them, and rub them well, to get the dirt all out.

7. The sheep are then let loose for a while, for the wool to dry.

8. They are then taken to the shear-er. With a large pair of shears, he cuts off the wool.

9. The wool is sent to a place where they dye it, and make yarn of it.

10. They then spin it into thread, and weave it into cloth.

11. With the nice, smooth cloth, they make coats and other things to wear.

12. In a short time, the wool grows out on the sheep.

13. By the next spring, there is so much, that it must be cut off again.

EXERCISES.—Why is the wool cut off from sheep? Where do they drive them? What is then done to them? When they are washed, what is done by the shearer? What is done with the wool? What is made with the cloth?



LESSON XX.

fail	trust	gifts	health	a-lone'
close	sleep	books	friends	be-fore'
learn	drink	young	clothes	for-give'
those	thank	should	strength	kind'nes



EVENING.

1. At the close of the day, be-fore you go to sleep, you should not fail to pray.

2. You ask your friends for food, and drink, and books, and clothes.

3. When they give you these, you thank them, and love them for their kind-ness.

4. So you should ask your God for those things, which He alone can give you.

5. You should ask him for life, and health, and strength.

6. You should pray to him to for-give your sins, and to keep you from sin.

7. You should thank him for all his good gifts to you.

8. You should learn, while young, to put your trust in God.



EXERCISES.—What ought you to do, at the close of each day? What do your friends give you? For what should you ask God? For what should you thank him?

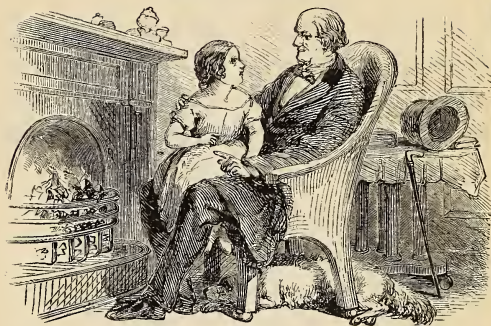
LESSON XXI.

eye	shut	grass	through	won'der
star	light	spark	a-bove'	twink'le
dew	show	world	a-sleep'	win'dow
peep	night	sound	bláz'ing	di'a-mond

THE LITTLE STAR.

1. TWINKLE, twinkle, little star;
How I won-der what you are,
Up above the world so high,
Like a di-a-mond in the sky!
2. When the blazing sun is set,
And the grass with dew is wet,
Then you show your little light;
Twinkle, twinkle, all the night.
3. Then, if I were in the dark,
I would thank you for your spark:
I could not see which way to go,
If you did not twinkle so.
4. And when I am sound asleep,
Oft you through my win-dow peep;
For you never shut your eye,
Till the sun is in the sky.

LESSON XXII.



took	child	could	o'pen	call'ed
grew	noise	would	Bi'ble	fa'ther
arms	know	taught	Ma'ry	fold'ed
warm	night	friends	cry'ing	per'son
heard	might	di'ed	nam'ed	show'ed

MR. POST AND MARY.

1. ONE cold night, after old Mr. Post had gone to bed, he heard a noise at the door.

2. He went out to see what it was; and what do you think he found?

3. He found a little babe on the steps, cry-ing with the cold.

4. Some bad per-son had left it there, and it might have died.

5. But Mr. Post took it, and held it to the fire till it was warm.

6. He then folded it in his arms, and took it into his bed.

7. He did not know what to do with it, but he could not let it die.

8. Mr. Post's little friends came to see him the next day.

9. He showed them the little babe, and told them where he found it.

10. They said they would bring it milk, and help him to take care of it.

11. He named the little girl Mary. She grew fast, and was a sweet child.

12. She was very fond of Mr. Post, and called him fa-ther.

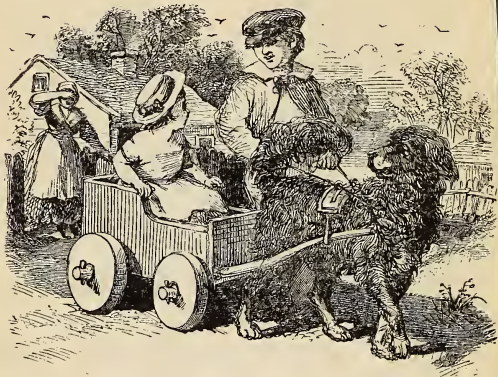
13. Very soon, she could run out and open the gate for her fa-ther.

14. Mr. Post taught her to read, and at night she would read the Bible to him.

15. When he was so old that he could not work, Mary took care of him.

EXERCISES.—What did Mr. Post find on the steps? Who put it there? What did Mr. Post do with the babe? What did Mr. Post teach Mary? What book did she read to him?

LESSON XXIII.



gee	right	black	streets	bush'y
size	hitch	laugh	taught	wag'on
haw	takes	shafts	oft'en	wish'ed
goes	horse	drives	oth'er	want'ed
curls	keeps	wheels	Al'bert	har'ness

ALBERT AND HIS DOG.

1. Do you know Albert Ross? He has a large dog, and he calls him Dash.

2. Dash is very black, and has a long bush-y tail, which curls up over his back.

3. Dash is fond of Albert, and goes with him in the streets, and keeps off other dogs.

4. He drives away the hogs, and takes good care that Albert is not hurt.

5. But you will laugh when I tell you, that Albert calls Dash his horse.

6. He does not look at all like a horse; but Albert has taught him to act like one.

7. He has a little wag-on with four wheels, and shafts like the shafts of a gig.

8. He has, also, a little set of harness, just the size to fit Dash.

9. Often have I seen Albert hitch Dash to the little wag-on, and then get in.

10. Dash would trot off with him, and go just where Albert wished.

11. Albert would say, "Gee, Dash!" and Dash would go to the right.

12. Then Albert would say, "Haw, Dash!" and the dog would turn to the left.

13. When he wanted Dash to stop, he had only to say, "Ho!" and he would stop.

14. Is not Dash a fine dog?

EXERCISES.—What was the name of Albert's dog? Give a description of Dash. What does Dash do for Albert? How has Albert taught him to act? Does he look like a horse? When Albert hitches him to the wagon, what will he do? How does Albert tell him where he wants to go?

LESSON XXIV.

once	pearl	us'ed	a-go'
crow	teeth	cri'ed	frol'ic
snow	paws	spi'ed	Kit'ty
black	caught	lov'ed	Mous'ie

KITTY AND MOUSIE

1. ONCE there was a little Kitty,
White as the snow;
In a barn he used to frol-ic,
Long time ago.
2. In the barn, a little Mousie
Ran to and fro;
For she heard the little Kitty,
Long time ago.
3. Two black eyes had little Kitty,
Black as a crow;
And they spied the little Mousie
Long time ago.
4. Four soft paws had little Kitty,
Paws soft as snow;
And they caught the little Mousie,
Long time ago.

5. Nine pearl teeth had little Kitty,
All in a row;
And they bit the little Mousie,
Long time ago.
6. When the teeth bit little Mousie,
Mousie cried out "Oh!"
But she got away from Kitty,
Long time ago.

LESSON XXV.

tease	tries	while	gen'tle
learn	wrong	young	care'ful

BE CAREFUL IN PLAY.

1. IN your play be very careful
Not to give an-oth-er pain;
And if others hurt or tease you,
Never do the like to them.
2. God will love the child that's gentle,
And who tries to do no wrong;
You must learn then to be careful,
Now while you are very young.

EXERCISES.—Of what should you be careful in play?
What should you do when others tease you? Whom will God
love?

LESSON XXVI.



flies	blue	point	ri'ses	flow'ers
bees	aunt	smell	love'ly	curl'ing
lark	sings	while	grav'el	won'der
high	soars	shines	bon'net	stand'ing
walk	grass	smoke	spark'le	morn'ing

 THE MORNING WALK.

1. "COME, John, let us take a walk this fine morning, while the air is cool.

2. "Jane may go with us. Tell her to put on her bon-net, and come.

3. "The sun is warm. The sky is blue. The wind is soft.

4. "There is a sweet smell from the lovely flowers.

5. "The song of the birds is gay. I long to be out, and gay, too.

6. "The flies and bees are on the wing. The lark soars high, and sings as he rises.

7. "Do you see him? I can hear his song; but he is so high, that I can not see him.

8. "How the dew-drops sparkle on the grass, as the sun shines on them!

9. "Do not go off the gravel-walk, or you will get your feet wet.

10. "When we get to the end of the lane, you can see Aunt Ruth's house.

11. "I wonder if Aunt Ruth is up yet. Do not run so fast, or you will fall.

12. "Now, if you will look the way I point, you can see Aunt Ruth's house."

13. "Yes, mother, I see the blue smoke curling over the house. Do you think she is up?

14. "Ah! there she is, standing in the door. How glad she will be to see us!"

EXERCISES.—When is it the best time to walk? Why? How do we know that the birds are happy? What bird sings as it flies? What makes the dew sparkle on the grass? What is the meaning of the word "sparkle?"

LESSON XXVII.



first	large	could	e'qual	old'er
half	great	woods	a-gree'	call'ed
soon	there	whose	a-bout'	kern'el
once	found	should	be-gan'	quar'el
shell	broke	un'der	be-longs'	set'tle
John	James	pick'ed	laugh'ing	set'tling

 THE QUARREL.

1. UNDER a great tree in the woods, two boys found a fine, large nut.

2. As soon as they saw it, they both ran to get the nut.

3. But James got there first, and picked it up.

4. "It is mine," says John, "for I was the first to see it."

5. "No, it is mine," says James, "for I was the first to pick it up."

6. Thus, they at once began to quarrel about the nut.

7. As they could not agree whose it should be, they called an older boy.

8. The older boy said, "I will settle this quarrel."

9. He took the nut, and broke it. He took out the kernel that was in it.

10. The shell he broke into two parts, as nearly equal as he could.

11. "This half of the shell," said he, "belongs to the boy who first saw the nut."

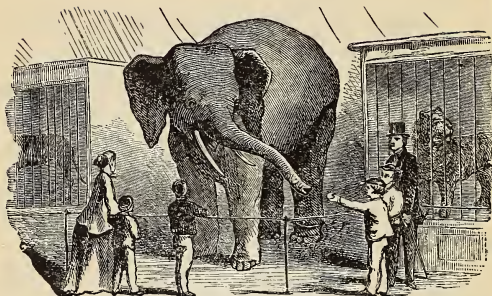
12. "And this half belongs to the boy who picked it up."

13. "The kernel of the nut, I shall keep as my pay for settling the quarrel."

14. "This is the way," said he, laughing, "in which quarrels are very apt to end."

EXERCISES.—What did these two boys find? What did they say? Whom did they call in to settle the quarrel? What did he do? Was this right? What ought he to have done? What ought the boys to have done?

LESSON XXVIII.



said their school fa'ther ev'er-y
roar great li'ons slow'ly look'ed
cross chain ca'ges a-fraid' pleas'ed
James beasts ma'ny dan'ger show'man
George struck ti'gers walk'ed play'mates

THE WILD BEASTS.

1. JAMES and George had been good boys at school, all the week.

2. They had been very kind and mild to their play-mates. So their father said he would take them to the show.

3. They saw at the show a great many wild beasts in cages.

4. Some of the beasts had a chain round one leg, made fast to a post.

5. There were lions, tigers, and a great many other beasts.

6. The boys walked round slowly, and looked at ev-er-y thing.

7. They felt a little afraid of some of the beasts.

8. But they were very much pleased with most that they saw.

9. The show-man went into the cage with the lion. The boys were then afraid.

10. But a man, who sat near them, told them there was no danger.

11. The show-man struck the lion with a large whip.

12. This made him roar very loud, and look cross, but he did not hurt the man.

13. James said, "I wish the man would come out. I do not like to see him there.

14. "The big lion might eat him up, and then I should be sorry."

15. James was a good boy, and did not like to see any one hurt.

EXERCISES.—Where did the father of James and George take them? Why? Ought not boys to be always kind? What is a show? Tell what the boys saw.

LESSON XXIX.

ease	voice	teach	fret'ful
none	heart	breast	re-turn'
hark	nurse	bought	re-joyce'
didst	makes	thought	heav'en
thine	taught	mu'sic	lead'ing
seems	dreams	gen'tle	con'stant
comes	soothes	dear'est	kind'ness

MY MOTHER.

1. HARK! my mother's voice I hear,
Sweet that voice is to my ear;
Ever soft, it seems to tell,
"Dear-est child, I love thee well."
2. Love me, mother? Yes, I know
None can love so well as thou.
Was it not upon thy breast
I was taught in sleep to rest?
3. Didst thou not, in hours of pain,
Lull this head to ease again?
With the music of thy voice,
Bid my little heart re-joyce?

4. Ever gentle, meek, and mild,
Thou didst nurse thy fret-ful child;
Teach these little feet the road,
Lead-ing on to heaven and God.
5. What return then can I make?
This fond heart, dear mother, take:
Thine it is, in word and thought,
Thine, by con-stant kind-ness bought.
-

1. MY mother, my kind mother,
I hear thy gentle voice;
It always makes my little heart
Beat gladly and re-joice.
2. When I am ill, it comes to me,
And kindly soothes my pain;
And when I sleep, then in my dreams
It sweet-ly comes again.
3. It always makes me happy, too,
To hear its gentle tone;
I know it is the voice of love,
From a heart that is my own.
-

EXERCISES.—What do we receive from our parents? What return should we make them?

LESSON XXX.



falls	scent	civ'il	be-gin'	a-lone'
high	place	sto'ry	shád'y	wish'ed
bark	smell	tell'er	be-fore'	a-round'
snow	please	go'ing	mas'ter	per'sons
noise	school	Pe'ter	ap-pear'	chil'dren
mouse	taught	Pin'dar	Tow'ser	snow'drifts

THE STORY-TELLER.

1. PETER PINDAR was a great story-teller.
2. One day, as he was going by the school, the children came around him.
3. They all wished him to tell them a story, they had never heard.

4. "Well," says Peter, "I love to please good chil-dren.

5. "As you all appear kind and civil, I will tell you a new story.

6. "But before we begin, let us sit down in a cool, shady place.

7. "And now, master John, you must be as still as a little mouse.

8. "Mary, you must not let Tow-ser bark, nor make a noise.

9. "A long way from this place, there is a land where it is very cold, and much snow falls.

10. "The hills are very high there, and per-sons are often lost among them.

11. "The men keep large dogs. These are taught to hunt for per-sons lost in the snow.

12. "They have so fine a scent, or smell, that they can find per-sons by that alone.

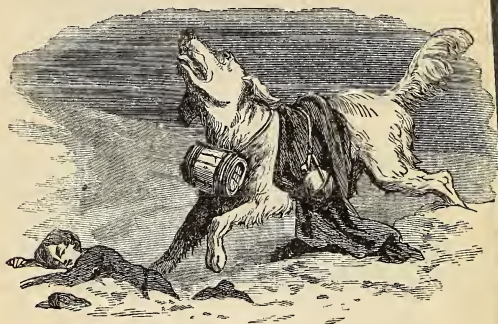
13. "Some-times it is so dark, that they can not see any thing.

14. "Those who are lost, often lie hid in the deep snow-drifts.



EXERCISES.—What was Peter Pindar? Who came around him? What did they wish? What did he say? What place did he tell them of? What do the men keep there?

LESSON XXXI.



stiff	some	blew	quite	com'ing
lain	arms	drew	house	look'ing
coat	night	child	heard	him-self'
back	might	shrill	a'ny	some'thing

 PETER PINDAR'S STORY.

1. "ONE sad, cold night, the snow fell fast, and the wind blew loud and shrill.

2. "It was quite dark. Not a star was to be seen in the skȳ.

3. "These good men sent out a dog, to hunt for those who might want help.

4. "In an hour or two, the dog was heard coming back.

5. "On looking out, they saw him with a boy on his back.

6. "The poor child was stiff with cold. He could but just hold on to the dog's back.

7. "He had lain for a long time in the snow, and was too weak to walk.

8. "He felt some-thing pull him by the coat, and heard the bark of a dog near him.

9. "He put out his hand, and felt the dog. The dog gave him one more pull.

10. "This gave the poor boy some hope, and he took hold of the dog.

11. "He drew him-self out of the snow; but he could not stand nor walk.

12. "He got on the dog's back. He put his arms round the dog's neck, and held on.

13. "He felt sure that the dog did not mean to do him any harm.

14. "Thus he rode on the dog's back, all the way to the good men's house.

15. "They took care of him, till the snow was gone. Then they sent him to his home."

EXERCISES.—Give, in your own words, Peter Pindar's story. Why did these men care so much about others? Of what use are dogs? Are all dogs like the one in the story?

LESSON XXXII.

lie	fields	brown	la'zy
coat	serve	clothes	dew'y
cuts	night	ground	eat'ing
pass	sheep	ma'ny	wool'ly
wool	grows	din'ner	dai'sies
grass	seems	mas'ter	farm'er
thing	comes	win'try	nip'ping
spring	where	morn'ing	pleas'ant

THE SHEEP.

1. "LAZY sheep, pray tell me why,
In the pleas-ant fields you lie,
Eating grass and daisies white,
From the morning till the night:
Ev-er-y thing can some-thing do,
But tell me, of what use are you?"
2. "Nay, my little master, nay,
Do not serve me so, I pray;
Don't you see the wool that grows
On my back, to make you clothes?
Cold, O, very cold, you'd be,
If I did not give it thee.

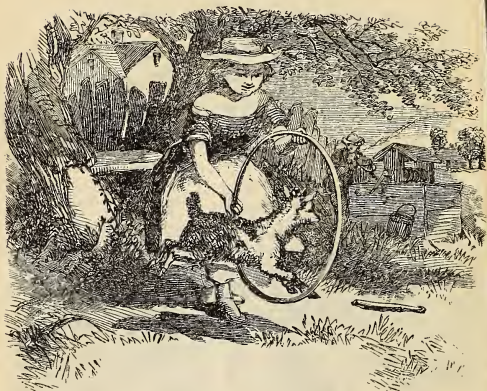
3. "Sure it seems a pleas-ant thing,
Nip-ping daisies in the spring;
But how many nights I pass
On the cold and dewy grass;
Or I get my dinner, where
All the ground is brown and bare.



4. "Then the farmer comes, at last,
When the merry spring is past,
Cuts my wool-ly coat away,
For your clothes in win-try day
Little master, this is why
In the pleas-ant fields I lie."

EXERCISES.—Of what use are sheep to us? Who made them and gave them to us? For what purpose were they given to us? Are they lazy? What is it to be lazy?

LESSON XXXIII.



field	clean	liv'ed	Ma'ry	a-bout'
flock	straw	lov'ed	fol'low	for-get'
arms	where	call'ed	look'ed	be-came'
goats	hearth	bet'ter	cry'ing	warm'ed
drink	ra'ces	nam'ed	al'most	car'ri-ed

MARY AND HER KID.

1. A LITTLE girl lived in a place where there are a great many goats.

2. She took a walk one day, and found a little kid.

3. The old goat, the mother of the little kid, had left it, and it was almost dead.

4. She took it in her arms, and carried it home.

5. She got some clean straw, and laid it on the warm hearth for its bed.

6. She warmed some milk, and gave it to the kid to drink.

7. Then the kid lay down, and took a fine nap. She named her kid, Tom.

8. Tom would follow her into the house, and trot by her side in the yard.

9. He would run races with her, and feed from her hand. He became a great pet.

10. One day, after she had done her work, she went out to play with the kid.

11. She looked about the house, but could not see him.

12. She then ran to the field, and called "Tom, Tom!"

13. But Tom had found a flock of goats to play with. He would not come back.

14. He loved to stay with them better than with Mary.

15. Mary went home crying. For a long time, she could not forget little Tom.

EXERCISES.—Where did Mary live? What did she find? What did she do with it? What became of it? Why did it love to stay with the goats better than with Mary?

LESSON XXXIV.

cents	bread	a-long'	slow'ly
heart	hedge	turn'ed	com'ing
smart	which	look'ed	hold'ing
threw	school	walk'ed	read'ing
throw	length	mon'ey	noth'ing
bright	tru'ly	al'most	car'riage

SAM AND HARRY.

1. ONE fine summer day, Sam was walk-ing home from school. He went along slowly, read-ing a book.

2. He had spent all his money for the book. The day was very bright. Sam was a happy boy.

3. At length, he came into the high road, where there was a gate. A blind man stood hold-ing it open.

4. The poor man said, "Pray, give me a few cents to buy some bread." But Sam gave him nothing.

5. What! did Sam give the poor blind man nothing? Yes; for, as I told you, he had spent all his money.

6. So Sam walked on, very sad. Soon after, a fine car-riage came up, with Harry and his mother.

7. The blind man stood, and held his hat. "Let us give the poor man some-thing," said Harry to his mother.

8. His mother gave him some cents. Harry took them, but did not put them into the man's hat.

9. He threw them into the hedge, as far as he could. The poor man could not find them, for you know he was blind.

10. Sam had turned back to look at the fine car-riage. He saw Harry throw the cents into the hedge.

11. He now came back. He looked in the hedge, and in the grass, till he found them all for the blind man.

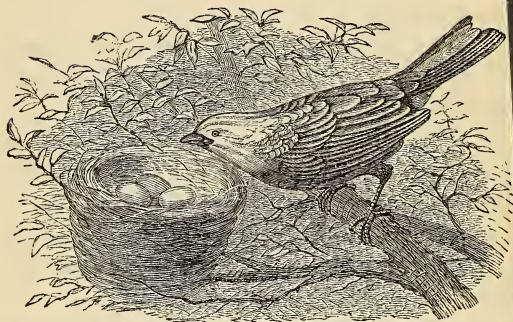
12. This took so long, that he almost lost his dinner, by coming home too late.

13. Which, do you think, was most truly kind to the poor man?

14. I know which he thanked most in his heart.

EXERCISES.—What was Sam doing? Why did he not give the poor man something? Where did Harry throw his cents? What did Sam do? Which was the most truly kind? Why?

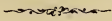
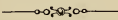
LESSON XXXV.



pray	builds	lay'ing	a-mong'
feast	weave	re-joice'	teach'es
store	taught	flow'ers	sum'mer
moss	hon'ey	show'ed	pleas'ant
twigs	clev'er	nar'row	sweet'est
hours	a-cross'	spar'row	chil'dren

THE SPARROW AND THE BEE.

1. Who taught the little bee to fly,
Among the sweet-est flowers,
And lay his feast of honey by,
To eat in winter hours?

- 
2. Who showed the little ant the way
Her narrow hole to bore,
And spend the pleasant summer day,
In laying up her store?
 3. The sparrow builds her clever nest
Of wool, and hay, and moss;
Who taught her how to weave it best,
And lay the twigs across?
 4. 'T was God who taught them all the way,
And gave them all their skill;
And teaches chil-dren, when they pray,
To do his holy will.
- 

1. WHO taught you to sing,
My sweet pretty birds?
 2. "It was God," said a lark,
As he rose from the earth.
 3. "God painted our wings,
He gave us our voice,
He finds us our food,
He bids us re-joice."
- 

EXERCISES.—Who takes care of the birds? What does he teach the bee? What does he teach the ant? The sparrow? What does he give them all? What does he give us? What will he teach children, if they pray?

LESSON XXXVI.



owl	catch	flies	qui'et	a-wake'
eyes	sharp	heard	call'ed	beau'ty
does	horns	woods	nàt'ure	star'ing
tufts	harsh	things	fool'ish	feath'ers
claws	branch	go'ing	al'most	chil'dren

THE HORN-OWL.

1. This is a horn-owl. Is he not a beau-ty? See his staring eyes. See those tufts of feath-ers, like horns.

2. He is called the horn-owl, for the feath-ers on his head look like horns. But they are not horns.

3. See his sharp bill. See how large his eyes are. He sees best by night. He is almost blind in the day.

4. He sits on the branch of a tree, quiet till night. Then he flies about to find food.

5. He will catch mice, or rats, or birds. This one has a rat in his claws, which he is going to eat.

6. He will catch any little bird he finds on its nest. He first kills the old birds, and then the poor young ones.

7. He will not hurt men nor children. But it is his nature to live on other birds, or on rats, or such things.

8. He has a harsh voice. Some men were once all night in the woods. They heard an owl cry out, "wa-oo, wa-oo."

9. They did not know what it was. They lay awake all night. In the morning, they went off as fast as they could.

10. This was very foolish. The owl would not hurt them. He does no harm, but to such things as he wants for food.

EXERCISES.—Describe the horn-owl. Why is he so called? When does he see best? What does he live on? What kind of a voice has he? What did the men do, who heard him in the woods? Why was this foolish?

LESSON XXXVII.

fear	paths	fields	an'gels	pray'er
ones	brood	clothes	chós'en	help'less
flood	storm	naught	re-gard'	spar'row
pours	Christ	pow'er	ob'jects	chil'dren
hours	guides	ten'der	a-broad'	fond'ness
world	guards	ra'vens	heav'en	num'bers

FEAR NOT.

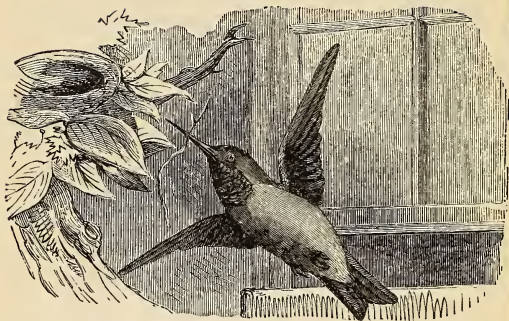
1. FEAR not, fear not, dear little ones ;
 There is in heaven an eye,
 That looks with tender fond-ness down
 On all the paths you try.
2. 'T is He who guides the spar-row's wing,
 And guards her little brood ;
 Who hears the ravens when they cry,
 And gives them all their food.
3. 'T is He who clothes the fields with flowers,
 And pours the light abroad ;
 'T is He who num-bers all your hours,
 Your Father and your God.
4. You are the chosen of his love,
 The ob-jects of his care ;
 And will He guide the help-less dove,
 And not regard your prayer?

5. Then, fear not, fear not, little ones;
There is in heaven an eye,
That looks with tender fond-ness down
On all the paths you try.
6. He'll keep you, when the storm is wild,
And when the flood is near;
O trust him, trust him, as a child,
And you have naught to fear!

1. A LITTLE child who loves to pray,
And read his Bible, too,
Shall rise above the sky one day,
And sing as angels do;
Shall live in heaven, that world above,
Where all is joy, and peace, and love.
2. Look up, dear chil-dren, see that star,
Which shines so brightly there;
But you shall brighter shine by far,
When in that world so fair;
A harp of gold you each shall have,
And sing the power of Christ to save.

EXERCISES.—Whose eye looks down upon us in love? How does God show his kindness? From what danger will he guard us, if we trust him? Who will rise above the sky and sing as angels? Of what will they sing?

LESSON XXXVIII.



hark	calls	stood	ti'ny	quick'ly
forth	darts	flown	piec'es	whis'per
sight	noise	sound	brought	scarce'ly
right	voice	watch	tuck'ed	sun'beam
straw	makes	mouth	hatch'ed	hum'ming

 THE HUMMING-BIRD.

1. "HARK!" said Ann, "do you not hear father's voice? He calls us to come to him. He says we must not make a noise."

2. Their father stood by a rose-bush near the house. Ann and Mary went to him. He spoke in a whisper.

3. "Did you ever," said he, "see so small a bird? It darts about like a sunbeam. Hear the hum of its tiny wings."

4. "It looks like a large bee," said Ann. "See its wings, like little fans! Hum, hum, hum! What a sound it makes!"

5. It moved quickly, in and out, up and down, the rose-bush. They could scarcely get a sight of it.

6. "See," said Mary, "It has a straw in that long, slim bill, twice as long as the bill. Watch, and see what it does."

7. The humming-bird flew back and forth, back and forth. Each time, it brought a straw in its mouth.

8. It put all the straw in a small, round heap. It tucked the ends in and out, till all the pieces were right.

9. In due time, a nest was made. Soon after, four little eggs were seen.

10. The bird sat upon them for some weeks. The eggs were hatched. They saw the old birds bring food to the young ones.

11. But, one day, they went to look at their pets. Lo! all had flown! The mother bird, the young ones, and all!

LESSON XXXIX.

gill	trout	hor'rid	faint'er
true	voice	fool'ish	moth'er
pray	stuck	hol'low	start'ed
hook	pluck	play'ed	mind'ed
nook	sweet	hun'gry	vent'ure
di'ed	thought	him-self'	in'no-cent
cri'ed	through	long'ing	sharp'ness

THE LITTLE FISH.

1. "DEAR mother," said a little fish,
"Pray is not that a fly?
I'm very hungry, and I wish
You'd let me go and try."
2. "Sweet in-no-cent," the mother cried,
And started from her nook,
"That hor-rid fly is but to hide
The sharp-ness of the hook."
3. Now, as I've heard, this little trout
Was young, and foolish, too,
And so he thought he'd venture out
To see if it was true.

4. And round about the hook he played,
With many a long-ing look,
And "Dear me," to him-self he said,
"I'm sure that's not a hook.
5. "I can but give one little pluck;
Let's see, and so I will:"
So on he went, and lo, it stuck
Quite through his little gill.
6. And as he faint and fainter grew,
With hollow voice he cried,
"Dear mother, had I minded you,
I need not thus have died."
-

EXERCISES.—What did the little fish say to his mother? What did the mother reply? What did the fish then think? What did he conclude about it? What did he do? What was the consequence? What did he say when he was caught? Why should children always mind their parents?

TO TEACHERS.—THE SPELLING LISTS, at the head of the lessons, should be carefully and thoroughly studied. This will not only assist the pupil in learning to *read*, but will also afford valuable aid in *spelling*. The great deficiency so often found in this branch, even in learned men, arises from *neglect* in the *primary school*.

These spelling lessons are not, by any means, to be considered as a substitute for the more complete drilling of the SPELLING-BOOK, but are designed merely to afford convenient and constant practice. *Unceasing, persevering practice*, alone can make a good speller.

LESSON XL.

pluck	should	tir'ed	câr'ed
bloom	friends	wish'ed	for-get'
wrong	scream	want'ed	flow'ers
please	brought	learn'ed	hap'pi-er
thorns	thought	be-came'	snatch'ed

RALPH WICK.

NOTE.—In the NEW FIRST READER, and in the preceding lessons of the SECOND READER, most words of more than one syllable are divided by the hyphen. Hereafter the use of the hyphen, in this connection, will be discontinued in the *reading* lessons.

1. RALPH WICK was five years old. In most things, he was a fine boy. But he was too apt to cry.

2. When he could not have his own way, he would cry about it. This was wrong. All good boys and girls know better.

3. They should take what their kind friends see fit to give them. They should be glad to get this.

4. But all Ralph cared for was to get what he wanted. If he could not, he would say, "I will have it."

5. If he was told that it would hurt him, and he could not have it, he would cry.

6. One day, he went with his nurse into the fields. The sun shone. The grass was cut. The flowers were in bloom.

7. Ralph thought he was, for once, a good boy. A smile was on his face. He felt a wish to do as he was told.

8. He said, "Nurse, I will be good, now. I will do as you bid me. Please help me to toss this hay."

9. "That I will," said the nurse. So they threw the hay, as Ralph wished, till he was tired. He said he must rest.

10. "You have been a good boy," said the nurse. "Sit down here. I will get a nice red rose for you."

11. "I should like to have one," said Ralph. "Go, and get one for me. I will not move till you come back."

12. The nurse brought the red rose to him. "Thank you, kind nurse," said he. "But you have a white one, also. Pray give me that."

13. The nurse said, "No, my dear. See how many thorns it has on its stem. I only brought it to show you the thorns."

14. "You must take care not to touch one of this kind."

15. "If you should try to pluck a white rose like this, you would be sure to hurt your hand."

16. Now, what do you think Ralph did? He found it very easy to be good, when he had all he wanted.

17. But when he found he could not have the white rose, he began to scream, and snatched it.

18. But he was soon sorry. The thorns tore his hand. It was so sore, that he could not use it for some time.

19. Ralph did not soon forget this. When he wanted what he could not have, his nurse would point to his sore hand.

20. Ralph, at last, learned to do as he was told.

21. He became a much better and a much happier boy.

EXERCISES.—How old was Ralph? What did he do, when he could not have his own way?

how-ev'er

la'zi-ly

use'ful

what-ev'er

lat'ter-ly

care'ful

when-ev'er

mer'ri-ly

play'ful

which-ev'er

pret'ti-ly

need'ful

LESSON XLI.



THE LITTLE DOG.

1. I LIKE to see a little dog,
And pat him on the head;
So prettily he wags his tail,
Whenever he is fed.
2. Some little dogs are very good,
And very useful, too;
And do you know that they will mind
What they are bid to do?
3. Then I will never beat my dog,
And never give him pain:
Poor fellow! I will give him food,
And he will love me then.

TO TEACHERS.

The EXERCISES IN ARTICULATION now introduced, are a continuation of those on pages 8 to 12, and can be practiced *before* or *after* reading, or *independently*, at the discretion of the teacher.

ARTICULATION.

In this exercise, practice the *sound* of each vowel by the *figure* placed over it, with the teacher's voice for a model. See Key to vowel sounds, page 8, with which the learner should be familiar.

¹ a, ² a. ¹ e, ² e. ¹ i, ² i. ¹ o, ² o. ¹ u, ² u. oi, ou.
¹ a, ¹ e, ¹ i, ¹ o, ¹ u, oi, ou. ² a, ² e, ² i, ² o, ² u, oi, ou.

LESSON XLII.

first	fresh	praise	be-hold'
said	sleep	glo'ry	re-joice'
hour	heart	prais'es	splen'dor
light	scene	seem'ed	glad'ness
forth	thing	mer'cies	e'ven-ing
fields	shone	beau'ties	good'ness
John	woods	day'light	great'ness

AN EARLY RISER.

1. LITTLE John was up before daylight. As soon as he was up, he went forth to behold the beauties of the morning scene.

2. The first rays of the sun shone over the woods and hill-tops. Soon the sun himself was seen in his glory.

3. He slowly rose, and looked down with gladness upon the fields and little hills.

4. Every thing seemed to rejoice in the splendor of his light.

5. Little John was glad. He thought of the goodness and greatness of God, who made every thing so lovely.

6. In the joy of his heart he said, "Truly, God is good. The sun rises and sets by his will.

7. "The trees, and the fruits, and the flowers grow by his care. He keeps me from harm. He gives me all I have.

8. "He keeps me all the day. When I sleep, his kind care is over me. His mercies are fresh every hour.

9. "I will praise God. His face will I ever seek.

10. "In the morning, I will call upon the name of the Lord. In the evening, I will sing his praises."

EXERCISES.—For what did little John go out so early? What did he see? How did he feel? What did he say? What did he determine to do?

ARTICULATION.

Utter the *sound* of each letter, and not its *name*, and pronounce *distinctly*, thus: (See note on ninth page.)

b, (not *be*) ¹a, b¹a: b, ²a, (not ¹a) b²a:

d, (not *de*) ²i, (not ¹i) d, did, &c.

E. b¹a, b²a. b¹e, b²e. b¹i, b²i. b¹o, b²o. b¹u, b²u. boy, bou.

D. d¹a, d²a, d²id, b²id, d²ub, b²ud, b²ed, d²ab, d²ob.

LESSON XLIII.

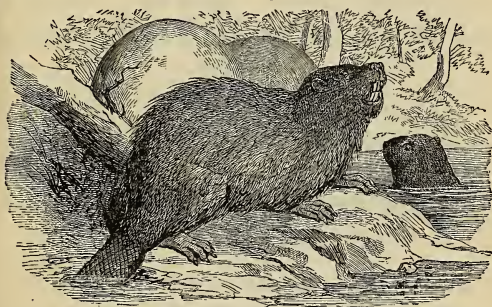
tail	trees	col'or	bea'ver
two	their	u-nite'	shin'gle
foot	teeth	wa'ter	hun'dred
light	large	trou'el	to-geth'er
wood	comes	hou'ses	cham'bers
build	brown	mor'tar	some'times

THE BEAVER.

1. THE beaver is about two feet long, and one foot high. It is of a light brown color. It has fine fur, of which hats are made.

2. When summer comes, many beavers unite, and build their houses. They have chambers to their houses.

3. When a beaver has no one to help it, it can not do much. Sometimes two hundred beavers live together.



4. The beaver has a tail as flat as a shingle. It uses its tail for a trowel. Did you ever see a mason use his trowel?

5. The beavers can cut down large trees with their teeth. They make their houses of wood, and of mortar made of mud.

6. Beavers can live in the water, and out of the water. They build their houses by a river or a pond.

EXERCISES.—How large is the beaver? What is his color? For what is his fur used? What kind of a tail has he? What is a trowel? How do beavers cut down trees? Of what do they build their houses? Where do they build them? In what can they live?

LESSON XLIV.

hear dwell through pray'er cloth'ed
 bless watch list'en heav'en warm'ed
 lamb friends Sàv'ior shep'herd for-giv'en

EVENING HYMN.

1. SAVIOR, tender shepherd, hear me;
 Bless thy little lamb to-night;
 Through the darkness, be thou near me,
 Watch my sleep till morning light.
2. All this day, thy hand has led me,
 And I thank thee for thy care;
 Thou hast clothed me, warmed me, fed me,
 Listen to my evening prayer.
3. Let my sins be all forgiven,
 Bless the friends I love so well;
 Take me, when I die, to heaven,
 Happy there with thee to dwell.

ARTICULATION.

F. f²ob, f²ib, d²of, f²ed, b²uf, d²uf, d²ef.
 G. g²ab, g²ad, g²od, d²ig, d²ug, f²ag, f²ig.
 H. h²ag, h²ad, h²ed, h²od, h²uf, h²id, h²ob.

LESSON XLV.



half	piece	fence	school	starv'ed
girls	fowls	beasts	eat'en	an-oth'er
voice	years	strong	giv'ing	re-ceiv'ed
birds	whole	grown	heart'y	per-mit'ted

 THE KIND LITTLE GIRL.

1. ANN was a child five years old. She was good and kind to all. The girls, who went to school with her, were fond of her.

2. The beasts and birds around the house would come when they heard her voice.

3. All the fowls in the yard would run to her when they saw her. She was glad when she was permitted to feed them.



4. One day, when she came from school she met her mother, who gave her a cake. As it was a fine day, she went to the field at the back of the house, to eat it.

5. She sat down by the fence. A half-starved dog came to look at her. She gave him a small piece of her cake. She saw him eat it, and wag his tail.

6. Then an old man came out of a poor hut to call the dog. Ann saw that he, too, was thin, pale, and sick.

7. So she gave him a large piece of her cake. He said, "Thank you, good child," and ate it, and told her that it did him good.

8. The old man and his dog then went back to the hut. Ann ate a small bit of the cake that was left. She felt much better than if she had eaten the whole.

9. Yet she was fond of cakes. I am not sure, if the old man and his dog had been strong and hearty, that she would have thought of giving them any.

10. But she saw that they were in great want, which led her to share with them.

11. It was not long before Ann had another cake.

12. As soon as she received it, she went to look for the old man and his dog. But she could not find them.

13. She met a boy, who told her that they had grown fat and well, and had gone to their own home.

EXERCISES.—How old was Ann? Why was she loved? What did Ann's mother give her? What did she do with it? Was this right?

ARTICULATION.

J. j²ib, j²ob, j²ug, j²ig, d²oj, j¹ad, j¹ud.

K. k²id, c²ab, c²ag, c²uf, c²ob, k²eg, c²og.

L. l²id, b²il, h²il, l²eg, l²uf, k²il, d²il.

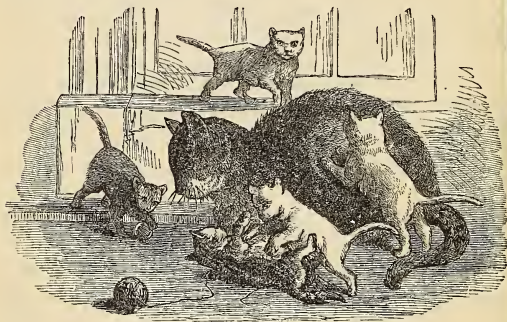
LESSON XLVI.

catch	ly'ing	care'ful	ev'er-y
hymn	ac'tions	kit'tens	an'i-mal
words	wick'ed	chil'dren	in'no-cent
through	ap-pear'	pleas'ure	un-thank'ful

PUSS AND HER KITTENS.

1. LET us go and look at puss and her kittens. Puss is lying down. Her kittens are playing about her.

2. How many kittens has puss? Puss has five kittens. O, how innocent the little things appear! When they are older, they will catch mice.



3. Some children are so wicked as to hurt little kittens. But we will not hurt our kittens. We must take good care of them. We must give them milk to eat.

4. Good children are careful not to hurt any animal. Good children do not hurt one another. O no! They take no pleasure in such things.

5. Good children are kind to every one. In this, they are like God. He is kind not only to the good, but to the unthankful, and to the evil.

6. There is a pretty hymn, which says,
 Let love through all your actions run,
 And all your words be mild.

We hope you will learn this hymn.

EXERCISES.—What is this lesson about? What will good children do? Repeat the lines about love.

ARTICULATION.

M. ²ma²d, ²mo²b, ²mu²g, ²mu²f, ²mi²l, ²he²m, ²hi²m.
 N. ²na²g, ²he²n, ²ne²k, ²ni²k, ²ma²n, ²ba²n, ²da²n,
 P. ²pa²d, ²po²d, ²pu²f, ²pi²g, ²ma²p, ²li²p, ²hi²p.

LESSON XLVII.

lamb	school	re-ply'	a-against'
harm	ea'ger	fol'low	chil'dren
fleece	Ma'ry	wait'ed	an'i-mal
laugh	a-fraid'	ap-pear'	lin'ger-ed
makes	gen'tle	teach'er	pa'tient-ly

MARY'S LAMB.

1. MARY had a little lamb,
 Its fleece was white as snow,
 And every-where that Mary went,
 The lamb was sure to go.

2. He followed her to school one day;
That was against the rule;
It made the children laugh and play,
To see a lamb at school.



3. And so the teacher turned him out;
But still he lingered near,
And waited patiently about,
Till Mary did appear.
4. And then he ran to her, and laid
His head upon her arm,
As if he said, "I'm not afraid,
You'll keep me from all harm."
5. "What makes the lamb love Mary so?"
The eager children cry;
"O, Mary loves the lamb, you know,"
The teacher did reply.

6. "And you, each gentle animal
To you, for life, may bind,
And make it follow at your call,
If you are always *kind*."

EXERCISES.—What did Mary have? Where did the lamb go with Mary? What did the lamb do? Why did he love Mary? How can we make animals love us?

ARTICULATION.

R. rap, ran, rag, rill, bar, car, far.
S. sad, sod, sob, sag, sin, sam, mis.
T. tub, tag, tug, hat, cat, let, not.

LESSON XLVIII.

doubt cous'in can'dle us'u-al
wheel rea'son be-cause' hap'pi-er
bus'y crack'le bright'er fin'ish-ed
sew'ing wom'an pleas'ant in-struct'ing

THE FIRESIDE.

1. ONE winter night, James was reading to his mother and sisters, as they sat by a fine fire.

2. The little girls were sewing, and their mother was busy at her wheel.



3. At last, James finished the chapter. Emma looking up, said, "Mother, I think your wheel hums very sweetly to-night."

4. "And it seems to me," said Mary, "as if the fire was brighter than usual. How I love to hear it crackle!"

5. "And I was just going to say," cried James, "that this is a better candle than we had last night."

6. "My dears," said their mother, "I have no doubt that you feel more happy than usual to-night."

7. "Perhaps that is the reason why you think the hum of the wheel sweeter, the fire better, and the light brighter than they were last night."

8. "But, mother," said Mary, "I do not see why we are happier now than we were last night."

9. "For last night, cousin Jane was here, and we played 'Puss in the corner,' and 'Blind man,' until we were all tired."

10. "I know! I know!" shouted James. "It is because we have all been doing something useful to-night."

11. "Mary, you and Emma have been making a dress for a poor woman."

12. "We all feel happy, because we have been busy."

13. "You are right, my son," their mother said to them.

14. "I am glad you have all learned, that there may be something more pleasant than play, and, at the same time, much more instructive."

EXERCISES.—What was James doing? What were his sisters doing? Why were they so happy? What can we learn from this? Make a comma on your slate or the blackboard. A semicolon. A colon. A period. An interrogation point. Exclamation point.

ARTICULATION.

NOTE.—The words used in the Exercises in Articulation, occasionally consist of an arbitrary combination of letters, because they are thus better adapted for practice on the sounds of letters; as, *liv, giv, siv, luv*, &c., in this exercise.

V. vāt, vān, hāv, līv, gīv, sīv, luv.

W. wāg, wēb, wēd, wīll, wīn, wēt, wōt.

Y. yōn, yēs, yēt, yām, yū, yēl, yōt.

Z. zēd, zāg, zīg, hāz, hīz, sēz, dūz.

Sh. shād, shall, shām, shīp, dīsh, gāsh, lāsh.

Zh. zhā¹, zhē¹, zhī¹, zhō¹, zhū¹, zhoi, zhou.

LESSON XLIX.



toys dodge dol'lar fear'ed skip'ping
eight George miss'ed bro'ken throw'ing
might bus'y press'es gath'ers cov'er-ed
bright sil'ver stop'ped be-tween' an-oth'er

THE BROKEN WINDOW.

1. GEORGE ELLET had a fine New-year's gift. What do you think it was? A bright silver dollar! A merry boy was George.

2. He thought of all the fine things he might buy with it. When the sun began to warm the air, he put on his cap, and ran into the street.

3. The ground was covered with snow; but the sun shone out, and every thing looked bright.

4. As George went skipping along, he met some boys, throwing snow-balls. This is fine sport, and George was soon as busy as the rest.

5. See how he gathers up the snow, and presses it between his hands.

6. Now he has hit James Mason. But the ball was soft, and James is not hurt.

7. Now he has made another ball, and if James does not dodge, George will hit him again.

8. Away goes the ball! But it missed James, and broke a window on the other side of the street.

9. George feared that some one would come out of the house and whip him. So he ran off, as fast as he could.

10. As soon as he got round the next corner, he stopped, because he was very sorry for what he had done.

11. Just then he saw a man with a box, full of pretty toys. As George was only eight years old, he soon forgot the broken window, and ran after the toyman.

LESSON L.



glass break pock'et ask'ed in-tend'
doors ought mon'ey turn'ed e-nough'
takes thought beat'en start'ed mis'chief
threw hon'est him-self' scold'ed chim'neys

MORE ABOUT THE BROKEN WINDOW.

1. GEORGE was about to buy a little house with doors and chimneys.

2. But as he felt in his pocket for the money, he thought of the broken window.

3. He said to himself, "I have no right to spend this dollar for a toy-house. I ought to go back, and pay for the glass I broke with my snow-ball."

4. So he gave back the house, and turned round; but he was afraid of being scolded or beaten, and did not know what to do.

5. He went up and down the street, and felt very badly. He wished very much to buy something nice. He also wished to pay for the broken glass.

6. At last he said, "It was wrong to break the window, though I did not mean to do it. I will go and pay for it at once.

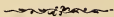
7. "If it takes all my money, I will try not to be sorry. I do not think the man will hurt me, if I pay for the mischief I have done."

8. He then started off, and felt much happier for having made up his mind to do what was right.

9. He rang the door bell. When the man came out, George said, "Sir, I threw a snow-ball through your window. But I did not intend to do it.

10. "I am very sorry, and wish to pay you. Here is the dollar my father gave me as a New-year's gift."

11. The man took the dollar, and asked George if he had any more money. George said he had not. "Well," said he, "this will be enough."



12. So, after asking George his name, and where he lived, he called him an honest lad, and shut the door.



ARTICULATION.

Th. ²thin, ²thick, ¹both, ²duth, ²hath, ²pith.

Th. ²than, ²then, ²with, ²that, ¹lathe, ²this.

Ng. ²bang, ²hang, ²rang, ²sang, ²pang, ²tang.



LESSON LI.

eyes school months want'ed mer'chant
years bright brought part'ner mer'ri-ly
knew wrong rós'y be-came' an-oth'er
whose thinks play'ed fore'noon hon'est-ly



MORE ABOUT THE BROKEN WINDOW.

1. WHEN George had paid the man, he ran away, and felt very happy; for he had done what he knew was right.

2. He played merrily all the forenoon, although he had no money to spend.

3. He went home at dinner time, with a face as rosy, and eyes as bright, as if nothing had gone wrong.

4. At dinner, Mr. Ellet asked George what he had bought with his money.

5. George very honestly told him all about the broken window, and said he felt very well without any money to spend.

6. When dinner was over, Mr. Ellet told George to go and look in his hat. He did so, and found two silver dollars.

7. The man, whose window had been broken, had been there, and told Mr. Ellet about it. He also gave back George's dollar, and another one with it.

8. A few months after, the man came, and told Mr. Ellet, that he wanted a good boy to stay in his store.

9. He said he would like to have George as soon as he left school, for he was sure that George was an honest boy.

10. George went to live with this man, who was a rich merchant.

11. In a few years, he became the merchant's partner, and is now rich. .

12. George often thinks of the BROKEN WINDOW.

EXERCISES.—Relate the whole story of George and the broken window. What did George become?

—o—o—o—o—o—

ARTICULATION.

In this and the succeeding exercises, utter the combined consonants as *one sound*, and give the *sound* and not the *name* of each single letter and diphthong, thus: not be-el-a¹, but bl-a¹, bla; not be-er-a¹, but br-a¹, bra¹; not be-er-a¹-de, but br-a²-d, brad²; not be-el-o¹-i¹, but bl-oi, bloi. The teacher should go through the whole, and the pupil should follow him, step by step, until he can perform the exercise alone.

Bl. bla¹, ble¹, bli¹, blo¹, blu¹, bloi, blou.

Br. bra¹, bre¹, bri¹, bro¹, bru¹, broi, brou.

brad², bled², brik², blab², bred², cabl¹, fabl¹.

—o—o—o—o—o—

LESSON LII.

lose	us'ed	will'ing	else'where
does	Sa'rah	com'fort	of-fend'ed
place	se'cret	be-cause'	a-sham'ed
wants	bor'row	thim'ble	de-pend'ed

—o—o—o—o—o—

A PLACE FOR EVERY THING.

Mary. I wish you would lend me your thimble, Sarah. I can never find mine.

Sarah. And why can you not find it?

Mary. How can I tell? But if you will not lend me, I can borrow elsewhere.

Sarah. I am willing to lend you. But I should like to know why you always come to me to borrow.

Mary. Because you never lose any of your things, and always know where to find them.

Sarah. And how, do you think, I always know where to find my things?

Mary. How do I know? If I knew, I might sometimes find my own.

Sarah. I will tell you the secret. I have a place for every thing, and when I have done with it, I always put it in its place.

Mary. But who wants to run and put away a thing, as soon as she has used it, as if her life depended on it.

Sarah. Your life does not depend upon it, but your comfort does. How much more time will it take to put a thing in its place, than to hunt for it, or borrow?

Mary. Well, I will never borrow of you again, you may depend upon it.

Sarah. You are not offended, I hope.

Mary. No, Sarah; but I am ashamed. Before night, I will have a place for every thing, and then I will keep every thing in its place.

ARTICULATION.

Dl. dlà,¹ dlé,¹ dli,¹ dló,¹ dlú,¹ dloi, dlou.
 Dr. dra,¹ dré,¹ dri,¹ dró,¹ drú,¹ droi, drou.
 dráb,² drill,² dred,² dry,¹ droll,¹ dreer,¹ ladl.¹

LESSON LIII.

bees	laugh	fa'vor	ta'bles
grief	mirth	mer'cy	re-joyce'
flows	blithe	sis'ters	har'vest
share	spring	ten'der	lamb'kins
shout	spread	par'ents	stream'let
heads	breasts	broth'ers	for-ev'er

THE LOVE OF BROTHERS AND SISTERS.

1. SWEET is the song of birds, when the dark days of winter are over and gone, and the trees lift up their green heads in the bright light of spring.

2. Sweet is the hum of the bees, when the work of the day is done, and they fold their wings to rest in the full hive.

3. Sweet is the sport of the lambkins, while their dams lie down to sleep by the streamlet that flows in the cool shade.



4. Sweet is the shout of joy which is heard at the farm, when the last load of corn is brought home, and the tables are spread for the harvest feast.

5. But far more sweet than any of these, is the love of brothers and sisters for one another.

6. To sport, it gives many a blithe laugh. From grief, it takes away many a sad tear; and, O, with what joy is it seen by the fond father and mother.

7. They press their good and kind children to their breasts, and pray God to bless them.



8. And God doth and will bless them. For the good find favor in his sight, and his tender mercy is upon them forever.

9. My little reader, have you brothers and sisters? Then love them with all your heart.

10. Do all you can for them. Help them when in need; and wait not to be asked. Add to their mirth. Share their grief. Vex them not. Use no cross words.

11. Touch not what is not your own. Speak the truth at all times. Do no wrong; but do as you would be done by.

12. So shall you make the hearts of your parents rejoice. So shall you have the blessing of the great God who made you.



EXERCISES.—What is said of the song of birds? Of the hum of bees? Of the sport of lambkins? Of the harvest? What is far sweeter than any of these? How should children act toward one another? Whose hearts will such children rejoice? Whose blessing will they receive?



THE TEACHER will find *thorough* and *careful* practice in the EXERCISES ON ARTICULATION of great value in forming good readers. Nothing can supply the want of such practice. Care should be taken, however, that pupils do not become wearied with this exercise.

ARTICULATION.

LET THE TEACHER articulate the letters, and pronounce the syllables, as a model for the pupil, until the latter can do it alone; and let him see that the learner frequently practices the vowel sounds by their figures, as in Exercises 1 and 2, pages 8 and 9.

Bw. bwa¹, bwe¹, bwi¹, bwo¹, bwu¹, bwoi, bwou.

Dw. dwa¹, dwe¹, dwi¹, dwo¹, dwu¹, dwoi, dwou.

LESSON LIV.

jail	thief	pray'ers	trem'bled
seals	thieves	stop'ped	com-mand'
steal	friend	blank'et	list'en-ed
crept	mu'sic	mo'ment	beau'ti-ful
watch	own'ed	chim'ney	yes'ter-day
sweep	sto'ries	cham'ber	com-mand'ment

THE LITTLE CHIMNEY-SWEEP.

1. THERE was once a little chimney-sweep, who had to sweep a chimney in the house of a very rich lady.

2. He went up at a fire-place below, and came down in the chamber.



3. When he got into the chamber, he found himself all alone. He stopped a moment to look round on the rich things he saw there.

4. As he looked on the top of the table, he saw a fine gold watch, with gold seals to it.

5. He had never seen any thing so beautiful before, and he took it up in his hands.

6. He listened to hear it tick. It began to play sweet music. He thought, if it were his own, how rich he would be.

7. Then he thought he might hide it in his blanket. No one, he thought, would ever know any thing about it.

8. "But," said he to himself, "if I take it, I shall be a thief. Yet nobody sees me. Nobody? Does not God see me?"

9. "Could I ever, in all my life, be happy again? Would God ever hear my prayers again? And what should I do when I come to die?"

10. While the little sweep was thus thinking about taking the lady's watch, he felt cold all over, and trembled with fear.

11. "No," said he, "I can not take this watch. I would rather be a sweep and always be poor, than steal."

12. And down he laid the watch, and crept up the chimney.

13. Now, the lady who owned the watch, was in the next room. She could look through, and see and hear all that passed.

14. She did not say any thing to him then, but let him go away.

15. The next day she sent for the boy. When he came, she said to him, "Well, my friend, why did you not take my gold watch yesterday?"

16. The little sweep then fell upon his knees, and told the lady all about it.

17. Now, as the little sweep did not steal the gold watch, nor tell any stories about it, the lady let him stay, and live in her house.

18. For many years, she sent him to school. When he grew up, he became a good man. The commandment which says, "Thou shalt not steal," he never forgot.

19. Had he taken the lady's watch, he would have stolen. Then he would have been sent to jail.

20. Let no little boy or girl ever take things without leave. This is stealing; and they who steal are thieves.

21. You can not steal the smallest thing, without sin, nor without being seen by that eye which never sleeps.

EXERCISES.—Relate the story of the chimney-sweep. What may we learn from this? Who sees us when we do wrong?

ARTICULATION.

Bs. ²abs, ²bs, ²ibs, ²obs, ²ubs, oibs, ous.

Bst. ²abst, ²ebst, ²ibst, ²obst, ²ubst, oibst, oubst.

²fibs, ²fibst, ²robs, ²robst, ²webs, ²webst, ²bobs, ²bobst.

LESSON LV.

sorts start sach'el les'sons sto'ries
 chart blaze sit'ting skát'ing e-nough'
 tough games freez'es cheer'ful break'fast
 sports through win'ters smók'ing crack'ling

WINTER SPORTS.

1. O, COME with me, and we will go,
 And try the winter's cold, sir;
 It freezes now, and soon will snow,
 But we are tough and bold, sir.

2. We have had merry games in spring,
Of ball and other sorts, sir;
But winter, too, his share can bring
Of old and cheerful sports, sir.
3. With sled and sachel, off we start,
The smoking breakfast through, sir;
And all the day, with book and chart,
We have enough to do, sir.



4. But when our lessons all are done,
O then, we're on the ice, sir;
And by the redly sinking sun,
We are skating it so nice, sir.
5. Then come with me, and we will go,
And try the winter's cold, sir;
Nor fear the ice, nor fear the snow,
For we are tough and bold, sir.

6. And then at evening, sitting round
The crackling, cheerful blaze, sir,
We'll tell our stories, sing our songs,
And close the winter days, sir.

EXERCISES.—What are the games of spring? What are the sports of winter? In what pleasant way may winter evenings be spent? What should be attended to before play?

TO TEACHERS.

THE EXERCISES IN ARTICULATION should be practiced *thoroughly* and *perseveringly*. The Teacher will be abundantly rewarded, by securing in his pupils a flexibility in the organs of speech, which forms the basis of *distinct* and *correct* articulation, in reading, speaking, and conversation.

ARTICULATION.

Double letters as *bb*, must be articulated as *one*.

Bd. ²abd, ²ebd, ²ibd, ²obd, ²ubd, oibd, oubd.

²mobbd, ²robbd, ²blabbd, ²nabbd, ²rubbd, ²stubbd.

Ds. ²ads, ²eds, ²ids, ²ods, ²uds, oids, ouds.

Dst. ²adst, ²edst, ²idst, ²odst, ²udst, oidst, oudst.

²bids, ²bidst, ²beds, ²bedst, ²buds, ²budst, ²didst, ²ledst.

LESSON LVI.

piece	sly'ly	les'son	an-oth'er
knife	cit'ron	fid'dler	hap'pi-er
eat'en	stin'gy	or'ange	cov'er-ed
sug'ar	doc'tor	stuff'ed	pres'ent-ly
par'cel	pil'low	re-ward'	to-mor'row
par'ents	griev'ed	gnaw'ed	school'-mates

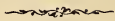
THE THREE BOYS AND THE THREE CAKES.

1. THERE was a little boy whose name was Harry. His parents sent him to school.

2. Now Harry was not like idle John, of whom I told you. He loved his book, and was the first in his class.

3. One morning, his mother called Betty, the cook. She said to her, "Betty, I think we must make a cake for Harry; for he has learned his lesson very well." Betty said, "Yes, with all my heart."

4. They made a large cake, and stuffed it full of plums, orange, and citron. It was covered with sugar, and looked as white and smooth as snow.



5. Harry was much pleased when ne saw the cake, and jumped about for joy. He did not even wait for a knife to cut a piece, but gnawed it like a dog.

6. He ate till the bell rang for school. After school, he ate till bed-time. His bed-fellow told me, that he laid his cake under his pillow, and sat up in the night to eat.

7. Presently after, this little boy was very sick, and they had to send for the doctor. The doctor came, and gave him, I do not know how much bitter stuff.

8. Poor Harry did not like this. But he must take it, or the doctor said he would die. Harry at last got well. But he had no more cakes sent to him.

9. Now there was another boy, one of Harry's playmates, whose name was Peter. The boys called him stingy Peter.

10. Peter had written a very neat, pretty letter to his mother, without one blot in it all. His mother, to reward him, sent him a cake.

11. Now Peter thought he would not be so silly as Harry. He would not eat so much as to make himself sick, but would keep it a long while.

12. So he took the cake up stairs into his room. It was so heavy he could hardly carry it.

13. He locked it up in his box. Once a day, he crept slyly up stairs, and ate a piece, and then locked it up again.

14. But after a day or two, behold! the mice got into the box, and ate it all up. Peter was very much grieved; but nobody was sorry for him.

15. Well, there was another boy, whose name was Billy, at the same school. Billy loved his mother dearly, and his mother loved him, and sent him a cake.

16. When the cake came, Billy said to his school-mates; "I have got a cake, boys; come, let us go and eat it."

17. They came about him like a parcel of bees. Billy gave a piece of cake to each one, and then took a piece himself, so that it was nearly gone.

18. Then Billy said, "We will save the rest to eat to-morrow."

19. But soon after, an old blind fiddler came into the yard. He had a little dog, tied with a string, to lead him. The dog led him under a tree, and the man sat down.

20. Billy saw that he looked very sad, and asked him what was the matter.

21. The poor old man said he was very hungry. He had had nothing to eat for a long time, and he could not work, as he was old and blind.



22. Then Billy, without saying a word, brought the rest of the cake. He said, "Here, old man, is some cake for you," and put it into the old man's hat.

23. The fiddler thanked him, and Billy was happier than if he had eaten ten cakes.

EXERCISES.—Will you tell us all about Harry's cake? Peter's? Billy's? Which of the boys do you like best?

ARTICULATION.

Fl. fl¹a, fl¹e, fl¹i, fl¹o, fl¹u, fl¹oi, fl¹ou.
 Fr. fr¹a, fr¹e, fr¹i, fr¹o, fr¹u, fr¹oi, fr¹ou.
 fly¹, fl¹o, fr²om, fl²ed, fl²ag, fr²og, fl²og, fl²ud.

LESSON LVII.

brows fan'cy mur'murs se-cur'ed
 frowns es-teem' charm'ing dark'en-ed
 writ'ten troub'le hand'some dis-turb'ed
 pi-a'no man'ners prompt'ing hap'pi-ness

THE THREE HAPPY CHILDREN.

1. I ONCE knew two charming little girls and a smiling boy, who were very happy. They loved one another fondly. What was the joy of one, was the joy of all.

2. I fancy I can see them now, seated, all three, in the shade, their heads closely meeting, as they read the same book, or look at the same pictures.

3. Their parents were very kind to them, and could afford them many fine things. But their chief bliss arose from the love they had for one another.

4. If one was in trouble, the others would unite to help him out of it. If one was sick, he was sure to have two good nurses.

5. Had one a cake or an orange, it was worth nothing till shared with the other two.

6. No murmurs were heard, where they dwelt. If one played a tune on the piano, the others would stand by, and sing to the merry music.



7. If a letter was to be written, one would write, and the others help to spell the words, and think what was best to say.

8. Was a lesson to be learned, there were such hearing and prompting that the lesson was soon learned by all.

9. With the early dawn, they sprang from their beds to meet one another. Not till the fire-fly was shining on the dark turf, did they part, with many kind "Good-nights."

10. Always at peace with one another, they were so with all the world.

11. No harsh words passed their lips, no frowns darkened their brows, no selfish feelings disturbed their happiness.

12. They were not handsome. But they were thought lovely, because their looks were so gentle, their manners so mild, and frank, and pleasing.

13. By their conduct, they secured their own bliss, and gained the love and esteem of all around them.

EXERCISES.—What is this story about? How did these children show their love for one another? Who has commanded little children to love one another? If we let love run through all our actions, shall we not avoid a great deal of trouble in life?

TO TEACHERS.

When pupils have learned to read with some degree of freedom, the teacher will find it instructive and interesting for the class occasionally to read in concert with himself. Such a drill will stimulate those who lag, and keep back those who read too fast, and will accustom all to observe the proper pauses, and to use the right tones.

LESSON LVIII.



eyes	health	les'sons	cheer'ful
write	strength	flow'ing	teach'ers
breeze	flow'ers	shin'ing	gar'ments
stream	show'ers	pleas'ant	re-fresh'ing

I LOVE THE SUMMER.

1. I LOVE the cheerful summer time,
 With all its birds and flowers,
 Its shining garments, green and smooth,
 Its cool, refreshing showers.
2. I love to hear the little birds,
 That sing among the trees;
 I love the gentle flowing stream,
 I love the evening breeze.

3. I love to go to school, and learn
To read, and write, and spell;
I love my teacher's smile to gain,
And get my lessons well.
4. I love to think of Him who made
These pleasant things for me,
Who gave me life, and health, and
strength,
And eyes that I might see.

LESSON LIX.

lies	leaves	kit'ten	a'corns
eats	cheeks	Lau'ra	car'ries
paws	gay'ly	greed'y	squir'rel
tastes	doc'tor	glut'ton	watch'ing
frisks	tem'pers	e-nough'	ca-na'ry

THE GREEDY GIRL.

1. LAURA is a greedy girl. Indeed she is quite a glutton. Do you know what a glutton is? A glutton is one who eats too much, because it tastes well.



2. Laura's mother is willing she should have as much as is good for her. But sometimes, when she is not watching, Laura eats too much, and then she is sick.

3. I do not know what makes her so silly. Her kitten never eats more than it wants. It leaves the nice bones in the plate, and lies down to sleep, when it has enough.

4. Her canary-birds are not so silly. If she fills their cage with seed, they will only eat what they want. They will leave the rest till to-morrow.

5. The bee is wiser. It flies among the flowers, and might eat all day, if it pleased. But it only eats enough to keep it well. It carries the rest to its hive.

6. The squirrel eats a few acorns, and frisks about as gayly, as if he had dined at the king's table.

7. Did you ever see a squirrel with a nut in his paws?

8. How bright and lively he looks. How he runs up the tree, as quick as if a boy had shot him from his popgun.

9. If he should live in a house made of acorns, he would not need a doctor. He would not eat an acorn too much.

10. I do not love little girls who eat too much. Do you, my little readers?



11. I do not think they will have such cheeks, or such bright eyes, or such sweet, rosy lips, or such happy tempers, as those who eat less.

EXERCISES.—Who is a greedy girl? What is a glutton? Do the animals eat more than they need? Why should you be careful not to eat too much?

ARTICULATION.

Gl. gl¹a, gl¹e, gl¹i, gl¹o, gl¹u, gl¹oi, gl¹ou.

Gr. gr¹a, gr¹e, gr¹i, gr¹o, gr¹u, gr¹oi, gr¹ou.

gl²ad, gl²ib, gl²um, gr²ab, gr²ub, gr²uf, gr²ot.

LESSON LX.



straw	ti'ed	earn'ed	cot'tage
bread	nurs'ed	gar'den	o'pen-ed
knees	mon'ey	win'dow	shoul'der
knock	bo'som	grow'ing	to-geth'er
hymn	ex-cept'	mead'ow	grand'chil-dren

 THE GOOD OLD MAN.

1. THERE once lived an old man in a snug little cottage. It had but one room and one window. A small garden with a neat white fence lay just behind it.

2. Old as the poor man was, he used to work in the fields.

3. He would come home at night very tired and weak, with his tools on his shoulder, and his hard-earned loaf of bread, tied up in a bag.

4. And who do you think used to meet him at the door? Mary and Jane, his two little grandchildren.

5. They were too young to work, except to weed in the garden, or bring water from the spring, or pick up small stones in the meadow.

6. In winter, they had no lamp, and as they were too poor to buy much wood or coal, they had very little fire.

7. So they used to sit close together, to keep warm. Mary would sit on one of the old man's knees, and Jane on the other.

8. Sometimes this good old man would tell them a droll story.

9. Sometimes he would teach them a hymn. Then, he would talk to them of their father, who had gone to sea, or of their good, kind mother, who was in her grave.

10. And then they would rest on his bosom, while he prayed God to bless them, and bring back their father safe.



11. After this, they would lie down on their straw bed, and sleep sweetly.

12. The old man was growing weaker every year; but then, the little girls, every day, grew stronger.

13. How glad they were to work for him, who had been so good to them! So they got on pretty well; for four young hands could do more than two old ones.

14. One cold, windy night, they heard a knock at the door. The little girls ran and opened it. O, joy to them! There stood their father.

15. He had been at sea for a long time. He had at last saved some money, and had come home to stay.

16. After this, the old man did not work any more. His son worked for him, and his grandchildren nursed him; and many happy days did they spend together.



EXERCISES.—Describe the old man's cottage. Where did he work? Who used to meet him at the door? What kind of work could they do? How did they keep warm in winter? What did the old man tell them? How did they get along, when the old man became less able to work? What happened one cold, windy night?

ARTICULATION.

Ft. ²aft, ²eft, ²ift, ²oft, ²uft, oift, ouft.

Fts. ²afts, ²efts, ²ifts, ²ofts, ²ufts, oifts, oufts.

²sift, ²sifts, ²lift, ²lifts, ²tuft, ²tufts, ²gift, ²gifts.

LESSON LXI.

else	An'na	lift'ed	noth'ing
latch	Sa'rah	trot'ted	wheth'er
reach	heav'y	e-nough'	trou'sers
Charles	jack'et	strut'ting	horse'back

LITTLE CHARLES.

1. WHEN Charles was three years and a half old, his mother made him a little jacket and trousers.

2. Charles was much pleased, and thought himself quite a man. He went strutting about in his new dress.

3. "Mother," said he, "Sarah need not go out with us now. I can take care of little Anna myself."

4. He asked every one he saw, whether he was not almost as big as his father, and whether he should not soon be able to ride on horseback.

5. When Sarah took them out to walk, he said that she need not keep up with them. He was now big enough to take care of himself, and Anna, too.

6. So he took hold of his sister's hand, and they trotted on together. They did very well, till they came to a gate. There he was at a loss.

7. He put up his hand, but could not reach the latch. "Why do you not open the gate?" said Sarah.

8. "I could, if it were not for the latch," said the little man.

9. Sarah lifted the latch, and Charles pushed the gate, but it was too heavy for him, and did not move.

10. Sarah pushed the gate open. Then he told her she might go to open gates, but for nothing else.

EXERCISES.—How old was Charles? What did his mother give him? What did he think of himself then? What did he tell his mother? What did he tell Sarah, when they went out to walk? How did he manage at the gate?

ARTICULATION.

Gs. ²ags, ²egs, ²igs, ²ogs, ²ugs, oigs, ougs.
 Gst. ²agst, ²egst, ²igst, ²ogst, ²ugst, oigst, ougst.
²begs, ²begst, ²digs, ²digst, ²lags, ²lagst, ²tugs, ²tugst.

LESSON LXII.

struck	tir'ed	farm'ers	av'e-nue
un-tie'	an'kle	sur'geon	sev'er-al
no'ses	les'sons	chest'nut	sprawl'ing
wa'ger	tum'ble	sprain'ed	pres'ent-ly
peo'ple	be-lieve'	Wil'liam	fright'en-ed
ar'rows	a-against'	mead'ows	them-selves'
mas'ters	rat'tling	shoul'ders	thought'less

THE THOUGHTLESS BOYS.

1. WILLIAM and Edward were two clever little boys. But they were very fond of sport. They did not care whether people were hurt or not, if they could only have a laugh.

2. One fine summer day, when they had said all their lessons, they took a walk through the long grass in the meadows.



3. At first, they played awhile with the flowers. They then blew the seeds, and made them fly in the wind like arrows.

4. In a short time, the boys became tired of this kind of play. Edward said, "Let us tie the grass.

5. "It will be very good sport to tie the long grass over the path. It will be fun to see people tumble upon their noses, as they run along."

6. So they tied it in several places, and then hid themselves to see who would pass.

7. Presently, there came a farmer's boy, running along. Down he tumbled, and lay on the ground, sprawling. However, he had nothing to do but to get up again.

8. Then there came Susan the milkmaid, tripping along with her milk upon her head, and singing like a lark.

9. Her foot struck against the grass that was tied. Down she came, with her pail rattling about her shoulders, and her milk was spilt upon the ground.

10. Then Edward said, "Poor Susan! I think I should not like to be served so myself. Let us untie the grass."

11. "No, no," said William, "if the milk is spilt, there are some pigs that will lick it up. Let us have some more fun.

12. "I see a man running along, as if he were running for a wager. I am sure he will fall upon his nose."



13. And so the man did. William and Edward both laughed. But when the man did not get up again, they began to be frightened.

14. They went to him, and asked him if he was hurt.

15. "O masters," said the man, "some thoughtless boys, I do not know who they are, have tied the grass together over the path.

16. "As I was running with all my might, it threw me down. I have sprained my ankle so, that I shall not be able to walk for a month."

17. "I am very sorry," said Edward; "do you feel much pain?" "Oh yes," said the man, "but that I do not mind."

18. "But I was going in a great hurry to bring a surgeon, to bleed a man who is in a fit. They say he will die, if he is not bled."

19. Then Edward and William turned pale. They said, "Where does the surgeon live? We will go for him. We will run all the way."

20. "He lives at the next town," said the man. "But it is a mile off, and you can not run so fast as I should have done. You are only boys."

21. "Where must we tell the surgeon to come?" said William.

22. "He must come to the white house, at the end of the long chestnut avenue," said the man.

23. "Oh, it is our dear father! it is our dear father!" said the two boys. "Oh, father will die! what must we do?"

24. I do not know whether their father died or not. I believe he got well again.

25. But I am sure that Edward and William never tied the grass again, so long as they lived.

ARTICULATION.

Gd. ²agd, ²egd, ²igd, ²ogd, oigd, ougd.
²bagd, ²begd, ²lagd, ²fagd, ²tagd, ²digd, ²kegd.

LESSON LXIII.

paws	piec'es	ob-tain'	build'ing
signs	par'lor	ceil'ing	serv'i-cés
touch	pow'er	rub'bish	an'i-mals
tricks	pat'ted	suc-ceed'	a-mûs'ing
chance	dan'ger	anx'ious	ad-mit'ted
fa'vor	at-tract'	cham'ber	com-pan'ion
no'tice	stoop'ed	thou'sand	troub'le-some

THE LITTLE DOG FIDO.

1. A LITTLE dog was once very anxious to obtain the favor of his master, and tried all the little arts in his power to attract his notice.



2. When his master came near the house, Fido would run to meet him, lick his hand, and play before him.

3. Every now and then he would stop, wag his tail, and look into his master's face, as though he loved him very much.

4. One day, his master stooped down and patted him on the head, and spoke so kindly, that Fido was ready to go out of his wits with joy.

5. Ever after this, Fido was the constant companion of his master, skipping around him, and amusing him by a thousand merry tricks.

6. He took care, however, not to be troublesome, by leaping on him with dirty paws, nor would he follow him into the parlor, unless he was asked.

7. He also tried to make himself useful to his kind master, by a great many little services.

8. He would drive away all strange pigs and other animals, that came into the yard.

9. If his master pulled off his coat in the field to help his workmen, Fido would sit by it, and would not suffer man or beast to touch it.

10. Once when his master was sick, Fido lay at the chamber door, and would not leave it, even to get his food.

11. When his master was well enough, Fido was admitted into the room, and showed so many signs of joy, that his master was more fond of him than ever.

12. Some time after this, Fido had a chance of saving his master's life. His master was sleeping in a summer-house, with Fido at his side.

13. The building was old and crazy, and the dog saw the wall shake, and pieces of mortar fall from the ceiling.

14. Fido knew that there was danger, and began barking to awake his master; as this did not succeed, he jumped up, and gently bit his finger.

15. His master started up, and seeing the danger, had just time to get out of the door, when the whole building fell.

16. Fido was hurt by some of the rubbish. But his master had him kindly taken care of, until he got well.

EXERCISES.—What was the name of the little dog? In what ways did he make himself useful? How did he behave when his master was sick? How did he save his master's life?

ARTICULATION.

Kt.	² act,	² ekt,	² ikt,	² oct,	oict,	ouct.
Kts.	² acts,	² ekts,	² ikts,	² octs,	oicts,	oucts.
	² sect,	² sects,	² fact,	² facts,	² pict,	² picts.

LESSON LXIV.

gray	tim'id	peep'ers	Lap'land
sleek	frost'y	con-tent'	wretch'ed
looks	rab'bit	mas'ters	fu'ri-ous
drear	gal'lop	rein'deer	mer'ri-ly
scratch	bur'row	creat'ures	pret'ti-ly

THE REINDEER AND THE RABBIT.

MARY.—I wish I were a reindeer,
 To gallop o'er the snow;
 Over frosty Lapland drear,
 So merrily I'd go.

ANN.—A little rabbit I would be,
 With fur so soft and sleek,
 And timid ears raised prettily,
 And looks so very meek.

MARY.—But then some sly and cruel rat
 Would find your burrow out;
 Or else the furious old gray cat
 Might scratch your peepers out.

ANN.—'T is true they might, but do n't you
 know
 The reindeer's wretched lot?
 His dinner and his bed are snow,
 And supper he has not.

MARY.—But then he is so useful, Ann,
 His masters love him so!
 Dear creatures, they do all they can,
 And are content with snow.

EXERCISES.—What did Mary wish? What did Ann wish?
 Why are you better than an animal?

ARTICULATION.

Kl. klā¹, klē¹, kli¹, klō¹, klū¹, kloi¹, klou.

Kr. krā¹, krē¹, kri¹, krō¹, crū¹, croi¹, crou.

clād², clūb², crōp², crib², crāg², clif², clām², clān².

Kw. (qu). quā¹, quē¹, quī¹, quō¹, quū¹, quoi¹, quou.

quīt², quīz², quīk², quāk², quēē¹, quīte¹, quōte¹.

LESSON LXV.

knee	leaves	fly'ing	fig'-tree
fresh	fought	fall'ing	be-neath'
trout	caught	pur'ple	car'ry-ing
truth	through	e-nough'	fish'-hawk
broad	cit'y	drop'ped	sur-pris'ed
friend	sto'ry	clap'ping	quar'rel-ing
bright	ea'gle	branch'es	grand'fa-ther

GRANDFATHER'S STORY.

1. "COME and sit by my knee, Jane, and grandfather will tell you a story.

2. "One bright summer's day, I was in a garden in a city, with a friend. We rested beneath a fig-tree. The broad leaves were green and fresh.

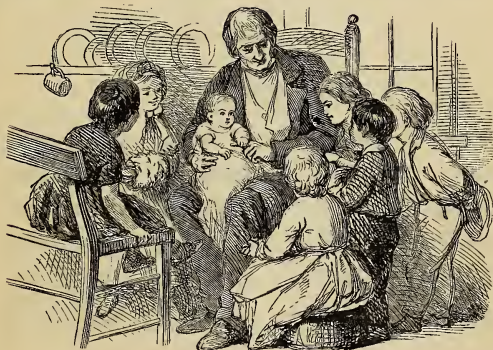
3. "We looked up at the ripe, purple figs. And what do you think came down, through the branches of the fig-tree over our heads?"

4. "O, a bird, grandfather, a bird," said little Jane, clapping her hands.

5. "No, not a bird. It was a fish; a trout, my little girl."

6. "A fish, grandfather, a trout come through the branches of a tree in the city? You must be in fun."

7. "No, Jane, I tell you the truth. My friend and I were surprised enough to see a fish falling from a fig-tree.



8. "But we ran from under the tree, and saw a bird, called a fish-hawk, flying, and an eagle after him.

9. "The hawk had caught the fish, and was carrying it home to his nest, when the eagle saw it and wanted it.

10. "They fought for it. The fish was dropped, and they both lost it. So much for quarreling."

ARTICULATION.

Ks. (x) ²ax, ²ex, ²ix, ²oks, ²uks, oix, oux.
 Kst. ²axt, ²ext, ²ixt, ²okst, ²ukst, oixt, ouxt.
 ²mix, ²mixt, ²vex, ²vext, ²box, ²boxt, ²six, ²wax.

LESSON LXVI.

loose	bri'dle	seiz'ed	gal'lop-ed
sieve	luck'y	be-sides'	oc-cur'ed
groom	emp'ty	dis'tance	how-ev'er
un-tie'	kick'ed	cheat'ing	gath'er-ed
hal'ter	troub'le	pranc'ing	sud'den-ly
nei'ther	mead'ow	qui'et-ly	can'ter-ing

HOW TO CATCH A PONY.

1. WILLY went to untie his pony. When he came to the tree to which he had tied him, he found that Coco had got loose, and had gone prancing away.

2. After hunting about for some time, he saw him at a distance, quietly feeding on the grass.



3. Willy ran up to him. But just as he put out his hand to catch hold of the bridle, Coco turned suddenly round, kicked up his heels, and galloped away.

4. Willy thought himself lucky not to have been within reach of his heels, when he kicked up. However, he was quite at a loss what to do.

5. At last, it occurred to him that when the pony was at grass in the meadow, and the groom wished to catch him, he had put a little corn into a sieve.

6. This he had held out to the pony, till he could put a halter over his neck.

7. Willy, it is true, had neither sieve, corn, nor halter.

8. "But then," said he, "the pony will eat grass as well as corn. My hat will do for a sieve.

9. "As for a halter, I do not want one; for Coco has his bridle on, and I can catch hold of that."

10. So he gathered some grass, and put it into his hat.

11. A man in the field asked him, what he was going to do with the grass. Willy said it was to catch the pony.

12. "O, then," said the man, "you need not take so much trouble. If you hold out your hat empty, it will do just as well.

13. "The pony can not see that the hat is empty, till he comes close to it. Then you may catch him by the bridle."



14. "But that would be cheating," said Willy. "I will not cheat even a horse. Besides, if I cheated him once, he would not come another time."

15. Willy then went up to his pony, and held out his hat. The pony came quietly up to him. Willy seized the bridle, and was soon cantering home on his back.

EXERCISES.—Relate the story of Willy and his pony. Is it ever right to cheat?

LESSON LXVII.



fight	a-gree'	wick'ed	mur'der
chide	an'gry	dis-turb'	quar'rels
brawls	bo'som	a-against'	fam'i-ly
tempts	pas'sion	re-move'	hur'ri-ed

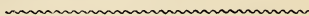


LOVE OF BROTHERS AND SISTERS.

1. WHATEVER brawls disturb the street,
 There should be peace at home;
 Where sisters dwell, and brothers meet,
 Quarrels should never come.
2. Birds in their little nests agree;
 And 'tis a shameful sight,
 When children of one family
 Fall out, and chide, and fight.



3. Hard names at first, and angry words,
That are but noisy breath,
May grow to clubs and naked swords,
To murder and to death.
4. 'Tis passion tempts one mother's son
To rage against another:
So wicked Cain was hurried on,
Till he had killed his brother.
5. The wise will let their anger cool,
At least, before 'tis night;
But in the bosom of a fool,
It burns till morning light.
6. Pardon, O Lord, our childish rage,
Our little brawls remove;
That, as we grow to riper age,
Our hearts may all be love.



EXERCISES.—What kind of temper should we cultivate? Why? To what do angry words grow? Of whom should we ask pardon for our sins?



ARTICULATION.

Lb.	² alb,	² elb,	² ilb,	² olb,	² ulb,	oilb,	oulb.
Lf.	² alf,	² elf,	² ilf,	² olf,	² ulf,	oilf,	oulf.
	² bulb,	² eld,	² self,	² gulf,	² pelf,	² ralf,	² sylf.

ARTICULATION.

Lk. ²alk, ²elk, ²ilk, ²olk, ²ulk, oilk, oulk.
 Lm. ²alm, ²elm, ²ilm, ²olm, ²ulm, oilm, oulm
 ²bulk, ²milk, ²hulk, ²helm, ²film, ²culm.

LESSON LXVIII.

chirp	nest'le	own'er	be-lieve'
brood	de-sire'	sick'les	neg-lect'
flight	or'ders	beg'ged	ab'sence
fright	un'cles	reap'ers	re-solves'
friends	cous'ins	re-move'	kins'men
tongues	for'ward	de-pends'	our-selves'
coup'le	neigh'bors	there'fore	for-got'ten

THE LARK AND THE FARMER.

1. A LARK had a nest of young ones in a field of corn, which was almost ripe.

2. She was afraid the reapers would be set to work, before her brood were old enough to remove from the place.

3. One morning, therefore, before she took her flight, to seek for something with which to feed them, she called them to her.

4. "My dear little ones," said she, "be sure that, in my absence, you notice every word you hear, and tell me as soon as I come home."

5. Soon after she was gone, the owner of the field and his son came in.

6. "Well, George," said he, "this corn, I think, is ripe enough to be cut down.

7. "To-morrow morning, as soon as you can see, go and desire our friends and neighbors to come and help us.

8. "Tell them that we will do as much for them, when they want us."

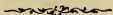
9. When the old lark came back, the young ones began to nestle and chirp about her. They begged her, after what they had heard, to remove them as soon as she could.

10. "Hush!" said she, "hold your silly tongues.

11. "If the farmer depends upon his friends and his neighbors, you may take my word for it, that his corn will not be reaped to-morrow."

12. The next morning, therefore, the lark went out again, and left the same orders.

13. The owner of the field came soon after, to wait for those to whom he had sent.



14. But the sun grew hot, and not a man came to help him.

15. "Why, then," said he to his son, "I'll tell you what, my boy: you see, our friends have forgotten us.

16. "You must, therefore, run to your uncles and cousins. Tell them that I shall expect them to-morrow, early, to help us to reap."

17. This also the young ones told their mother, as soon as she came home. And in a sad fright they were.

18. "Never mind," said the old one. "For if that be all, you will see that his kinsmen will not be so forward to assist him, as he seems willing to believe.

19. "But mark," said she, "what you hear the next time; and let me know without fail what is said."

20. The old lark went abroad the next day as before. But the poor farmer found that his kinsmen were as backward as his neighbors.

21. "Why, then, since our kinsmen so neglect us, do you get," said he to his son, "a couple of good sickles, and in the morning, we will reap the corn ourselves."

22. When the young ones told this to their mother, she said, "Now, my little dears, we must indeed be gone."

23. "For when a man resolves to do his work himself, you may depend upon it, that it will be done."

EXERCISES.—What had a nest of young ones? What did she say one morning? What happened that day? What happened the next day? What on the third day? When did the old lark think the corn would be reaped?

LESSON LXIX.

clock	fig'ure	watch'ed	a-müs'ed
grain	vers'es	min'utes	fol'low-ed
hymn	ad-vice'	ques'tions	per'fect-ly
twelve	sec'ond	hour'-glass	talk'a-tive
stream	twen'ty	bus'i-ly	im-pa'tient
teas'ed	an'swer	stud'i-ed	un-der-stand'

FRANK AND THE HOUR-GLASS.

1. LITTLE Frank was a very talkative boy. He never saw a new thing, without asking a great many questions.

2. His mother was very patient and very kind. When it was proper to answer his questions, she would always do so.

3. Sometimes she would say, "You are not old enough to understand that, my son. When you are ten years old, you may ask me, and I will tell you."

4. When his mother said this, he never teased any more. He knew she always loved to answer him, when he asked proper questions.



5. The first time Frank saw an hour-glass, he was very much amused. But he did not know what it was.

6. His mother said, "An hour-glass is made in the shape of the figure 8.

7. "The sand is put in at one end of the glass, and runs through a small hole in the middle.



8. "Sand enough is put in, to take just an hour to run through."

9. Frank watched the little stream of sand. He was impatient, because it would not run faster.

10. "Let me shake it, mother," said he; "it is lazy. It will never get through."

11. "O yes, it will, my son," said his mother. "The sand moves by little and little. But it moves all the time.

12. "When you look at the hands of the clock, you think they go very slowly, and so they do.

13. "But they never stop. That is the way they go round their twenty-four times, every day.

14. "While you are at play, the sand is running out, grain by grain. The hands of the clock are moving, second after second.

15. "At night, the sand in the hour-glass has run through twelve times. The hands of the clock have moved all round its great face.

16. "This is because they keep at work every minute. They can not stop to think how much they have to do, and how long it will take them."

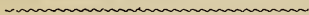


17. In the afternoon, his mother wished Frank to learn a little hymn. But he said, "Mother, I can never learn it. It is very long. See, there are nine verses!"

18. His mother said, "Study all the time. Never stop to ask me how long it will take to learn it. You will then be able to say it very soon."

19. Frank followed his mother's advice. He studied line after line, very busily.

20. Every ten minutes, he said a verse. In one hour and a half, he knew it all perfectly.



EXERCISES.—Who was a talkative boy? How did his mother treat him? What did Frank wish to do with the hour-glass? What did his mother tell him? What is an hour-glass? How many times will the sand run through the glass during the day? What did she teach him about getting his lesson?



ARTICULATION.

Ls. ²als, ²els, ²ils, ²ols, ²uls, oils, ouls.

Lz. ²alz, ²elz, ²ilz, ²olz, ²ulz, oilz, oulz.

Lst. ²alst, ²elst, ²ilst, ²olst, ²ulst, oilst, oulst.

²kills, ²killst, ²fills, ²fillst, ²tells, ²tellst.

decorative flourish

LESSON LXX.

short	list'en	it-self'	a-sleep'
ev'er	a-bout'	pa'tient	truth'ful
nev'er	act'ive	reach'es	im-prove'
ma'ny	peo'ple	kitch'en	o-bli'ging
mov'ed	writ'ten	friend'ly	talk'a-tive

decorative flourish

THE KITCHEN CLOCK.

1. LISTEN to the kitchen clock!
 To itself it ever talks,
 From its place it never walks;
 "Tick-tock—tick-tock:"
 Tell me what it says.

2. "I'm a very patient clock,
 Never moved by hope or fear,
 Though I've stood for many a year;
 Tick-tock—tick-tock:"
 That is what it says.

3. "I'm a very truthful clock:
 People say about the place,
 Truth is written on my face;
 Tick-tock—tick-tock:"
 That is what it says.

4. "I'm a very active clock:
For I go while you're asleep,
Though you never take a peep;
Tick-tock—tick-tock:"
That is what it says.
5. "I'm a most obliging clock:
If you wish to hear me strike,
You may do it when you like;
Tick-tock—tick-tock:"
That is what it says.
6. "I'm a very friendly clock;
For this truth to all I tell,
Life is short, improve it well;
Tick-tock—tick-tock:"
That is what it says.
7. What a talkative old clock!
Let us see what it will do
When the hour-hand reaches two;
"Ding-ding—tick-tock:"
That is what it says.
-

EXERCISES.—Can you imitate the voice of the clock? Why is it called patient? How is truth written on its face? Why is the clock called active? How often does it strike? What truth does the clock seem to tell to all?

LESSON LXXI.

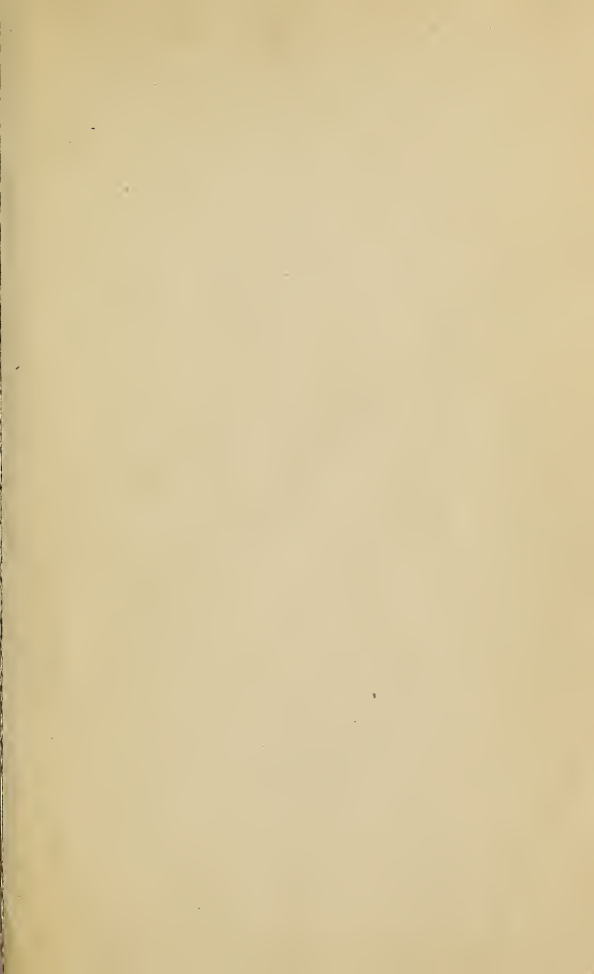
neigh	be-fore'	ab-stain'	fret'ful
neigh'bor	be-hind'	un-clean'	will'ful
neigh'bors	pro-fane'	sab'bath	thy-self'

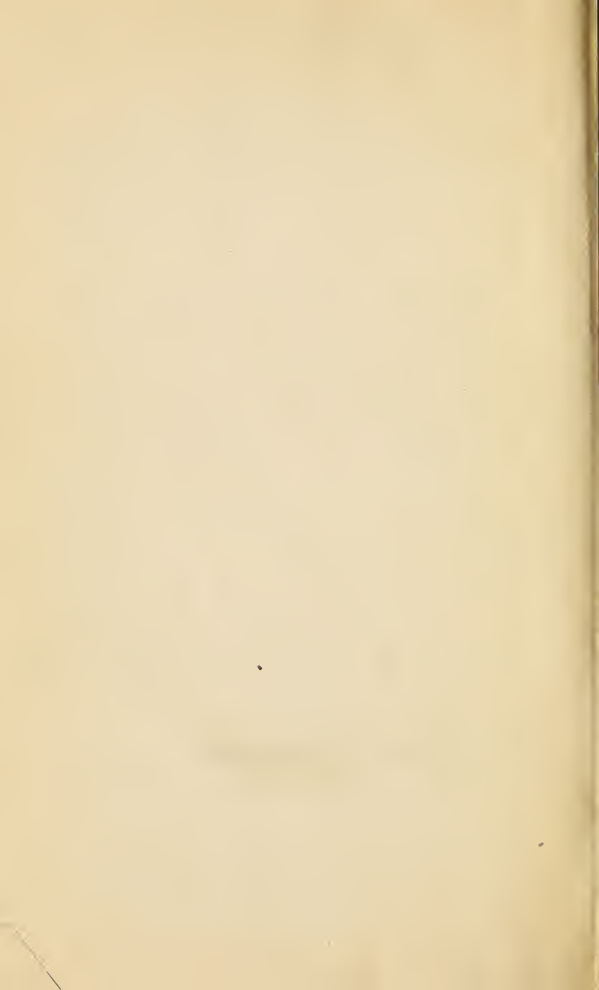
TEN COMMANDMENTS IN VERSE.

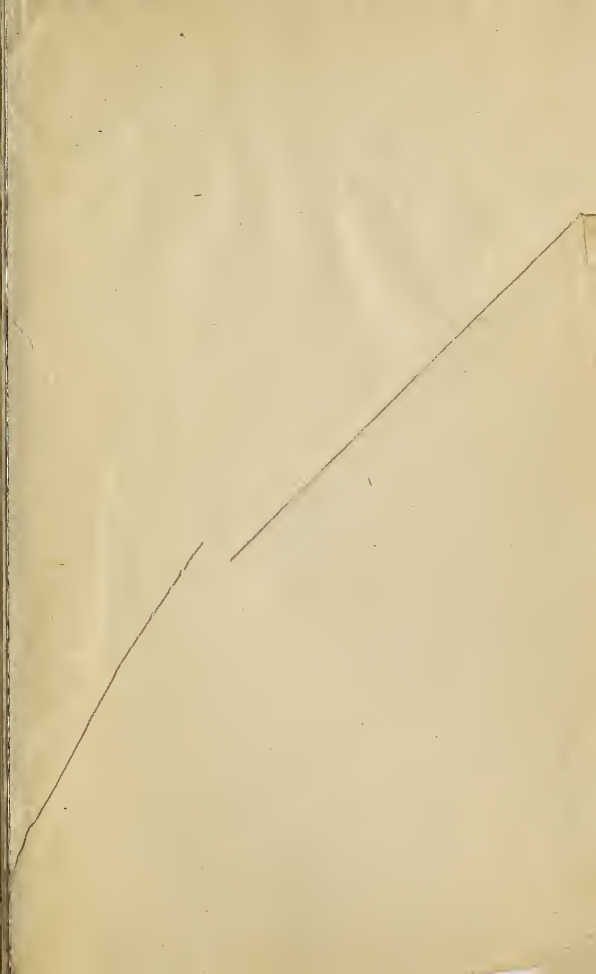
1. THOU no gods shalt have but me.
2. Before no idol bend the knee.
3. Take not the name of God in vain.
4. Dare not the sabbath-day profane.
5. Give to thy parents honor due.
6. Take heed that thou no murder do.
7. Abstain from words and deeds unclean.
8. Steal not, for thou by God art seen.
9. Tell not a willful lie, nor love it.
10. What is thy neighbor's do not covet.

WITH all thy soul love God above;
And as thyself thy neighbor love.

THE END.







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